



ALEC REED ACADEMY
PROUD TO LEARN

Personal, Social, Health and Economic Education (PSHE) Policy (including Relationships and Sex Education)

Policy Owner:	PSHE Leads in Primary and Secondary	Approved By:	Board of Trustees/ CEO & Principal/ Leadership Team
Target Audience:	Parents/Carers and Teachers	Requirement to Publish on Website:	Yes
Purpose:	To explain the rationale and details of the PSHE and RSHE curriculum at ARA	Statutory Policy:	Yes
Review Date:	June 2028	Reviewed Date:	June 2026

Version	Description of Change	Date of Policy
1	New Policy combining those in the two phases	September 2026
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1. Rationale

Definition:

The following policy refers to PSHE (including RSHE) at Alec Reed Academy including both the Primary Phase (EYFS-KS2) and Secondary Phase (KS3-KS5).

- PSHE at Alec Reed Academy includes a comprehensive curriculum covering all areas of personal development that pupils are required to study throughout their education.
- The PSHE and RSHE curriculum supports our school values of honesty, integrity, respect and concern for others.
- We define RSHE as learning about families, respectful relationships, friendships, online safety, physical and mental health, personal wellbeing, safety, and, within the secondary phase, intimate and sexual relationships.
- The academy delivers a progressive, age-appropriate curriculum from EYFS to Year 13 through timetabled lessons, themed events, assemblies, workshops and enrichment opportunities.
- PSHE and RSHE contribute significantly to pupils' social, moral, spiritual and cultural development (SMSC), helping them understand relationships, wellbeing, identity, diversity and their role in society.
- The curriculum promotes self-worth while encouraging pupils to recognise, appreciate and respect diversity within modern Britain.
- Relationships and Sex Education provides pupils with essential knowledge and life skills to make informed decisions, recognise risk and protect themselves from harmful, exploitative or abusive situations.
- PSHE and RSHE therefore form a fundamental part of the academy's safeguarding curriculum.
- Through a carefully sequenced spiral curriculum, pupils revisit key concepts throughout their education, developing an increasingly sophisticated understanding as they mature.

PSHE, RSHE and Ofsted:

The academy recognises the significant contribution PSHE and RSHE make to safeguarding, personal development and pupil wellbeing.

Pupils should develop an age-appropriate understanding of online and offline risks to their wellbeing, including:

Primary Phase

- Bullying and peer conflict
- Online safety

- Personal safety
- Appropriate and inappropriate contact
- Road, rail and water safety
- Trusted adults and seeking help
- Personal boundaries

Secondary Phase

- Criminal exploitation
- County lines
- Knife crime and serious violence
- Sexual exploitation
- Domestic abuse
- Substance misuse
- Gang affiliation
- Radicalisation and extremism
- Harmful sexual behaviour
- Online abuse and exploitation
- Image-based abuse
- Pornography

The academy's RSHE curriculum explicitly teaches healthy relationships, consent, personal boundaries, online safety, risk awareness and the law relating to relationships.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010 and school's advice](#). The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning for these subjects.

As an all-through academy, we must provide PSHE and RSE to all pupils as per the Children and Social Work Act 2017.

In teaching PSHE and RSHE, we must have regard to the 2025 'Relationships Education, Relationships and Sex Education and Health Education' (RSHE) statutory guidance issued by the DfE under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. At Alec Reed Academy we teach RSHE as set out in this policy. We seek to be sensitive towards the established morals and values frameworks of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

3. Policy development

This policy has been developed in consultation with pupils, staff and parents.

The Department for Education and Ofsted have clearly outlined aspects of PSHCE and RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – initially the school's extended High School Leadership Team looked at the policy as well as discussing local and national guidance for Relationships Education.
2. **Staff consultation** – the policy was then shared with staff online and staff were then asked to comment and make suggestions/amendments. Staff were also asked about training needs, and these were incorporated into PSHCE and RSE training.
3. **Parent consultation** – once staff had been consulted, the policy was shared with parents on the school's website. Parents were given the opportunity to look through the policy and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupils via the 2025 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of PSHCE and RSE in our school.

This policy will be reviewed every two years. This policy will be next reviewed on July 2028.

4. Aims and objectives

The aims of PSHE and RSHE at Alec Reed Academy are, at an age-appropriate stage, to:

- Develop positive values and a moral framework that guides decision making.
- Help pupils understand the consequences of their actions and behave responsibly.
- Develop confidence, resilience, self-esteem and self-respect.
- Foster respect, empathy and positive relationships.
- Enable effective communication in different social settings.
- Promote understanding of identity, diversity and equality.
- Develop the knowledge and skills necessary for positive physical and mental wellbeing.
- Promote responsible citizenship at local, national and global levels.
- Develop financial literacy and economic wellbeing.
- Support preparation for future education, employment and independent living.
- Enable pupils to stay safe online and offline.
- Help pupils recognise risk, coercion, abuse and exploitation.
- Create a positive culture around wellbeing, relationships and respect.

a) Primary Phase Additional Objectives

Pupils will:

- Understand different types of families.
- Develop healthy friendships.
- Learn about personal safety and trusted adults.
- Understand basic online safety.
- Learn about growing and changing, including puberty in Upper Key Stage 2.
- Develop strategies for managing emotions and wellbeing.

b) Secondary Phase Additional Objectives

Pupils will:

- Understand healthy and unhealthy intimate relationships.
- Understand consent and the law relating to relationships.
- Develop knowledge of contraception and sexually transmitted infections.
- Understand risks associated with pornography and online sexual content.
- Learn how to access confidential support services.
- Recognise sexual exploitation, coercive behaviour and abuse.
- Understand risks associated with gang involvement, county lines and knife crime.
- Develop employability and careers-related skills.

5. Equal Opportunities

- Alec Reed Academy believes that PSHE and RSE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve an understanding of Relationships and Sex Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.
- Alec Reed Academy believes that RSE should meet the needs of all pupils regardless of sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- The planning and organising of teaching strategies will be consistently reviewed through lesson observations to ensure that no pupil is disadvantaged.
- In the planning and delivery of lessons, special consideration will be given to tailoring the programme to meet the specific needs of students at age-appropriate intervals.
- Provision will also be available for our most vulnerable students, whether this is through SEN, Pupil Premium or our LAC cohort.

6. Delivery of PSHE and RSHE

Primary Phase (EYFS-KS2)

PSHE and RSE are delivered through timetabled lessons, circle time activities, assemblies, cross-curricular links, theme days and enrichment activities including the use of visits and visitors where appropriate.

Relationships Education

Pupils learn about:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Bullying.
- Online relationships.
- Keeping safe.

Health Education

Pupils learn about:

- Mental wellbeing.
- Physical health and fitness.
- Healthy eating.
- Personal hygiene.
- Online wellbeing.
- Personal safety.
- Basic first aid.
- Growing and changing.
- Puberty (Upper KS2).

Secondary Phase (KS3-KS5)

PSHE and RSHE are taught as part of PSHE lessons for Years 7-9 and through drop down days, workshops and/or assemblies for Years 10-13. The curriculum is sequenced in spiral curriculum model, teaching aspects of RSHE at age-appropriate intervals. External agencies may be used to deliver elements of PSHE and RSHE where appropriate. Delivery is usually in mixed-gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Biological aspects of RSE are sometimes taught within the science curriculum, and other aspects of sex education are also included in health education. A breakdown of what is covered in different department areas can be found in Appendix 1.

Relationships Education and RSHE

Pupils learn about:

- Families.
- Respectful relationships.
- Online safety and awareness.
- Being safe.
- Consent.
- Intimate and sexual relationships.
- Sexual health.
- Contraception.
- Pregnancy.
- Sexual exploitation.
- Harassment and abuse.

When discussing family life, care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same-sex parents, families headed by grandparents, adoptive parents, foster parents/carers, and 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). In addition, this supports the application of the statutory responsibility to uphold the Equality Act 2010 and is in alignment with the teaching of the Fundamental British Values (FBV) which promote mutual respect and tolerance.

Health Education

Pupils learn about:

- Mental wellbeing.
- Wellbeing online.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol, tobacco and vaping.
- Health protection and prevention.
- Personal safety.
- First aid.
- Developing bodies.

Personal Safety and Exploitation

Secondary pupils also learn about:

- Knife crime.
- Serious youth violence.
- Criminal exploitation.

- County lines.
- Gang-related harm.
- Financial exploitation.
- Radicalisation and extremism

7. Delivery:

Staff are aware that views around PSHE and RSE related issues are varied. Although it is nearly impossible to teach RSE in a values-*free* manner, teaching in a values-*fair* way is both feasible and recommended. When topics that can involve personal views are covered, pupils are taught without bias. Lessons focus on the scientific and legal positioning of these topics, while acknowledging the need to develop ethical decision-making skills. A variety of views and beliefs may be presented or discussed so that pupils are able to form their own informed opinions, but also respect others that may have different opinions or views.

Teaching RSE is aligned with supporting children's moral, social, mental and physical development: 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships...Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness'.

(Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, July 2025, p.2)

These are the types of values that are reflected in the RSHE policy and curriculum, as well as in the school's ethos.

Both formal and informal PSHE and RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. Staff should respond to all student queries in a supportive way that does not shut down the pupil in a negative or harmful manner. It is an encouraging sign to see pupils directing questions to safer adults like teachers, as opposed to attempting to seek information from potentially incorrect, harmful or unsafe sources such as parts of the internet.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols or 'Ground Rules' teachers follow:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only correct/agreed names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way;
- The use of a question box may help to lessen embarrassment of asking questions;
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The questions can be discussed one-to-one after class
 - The topic will be covered at a later stage in their Relationships Education.

Training:

- Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.
- External agencies, such as school nurses or the Ealing health improvement team, may provide support and training to staff teaching RSE.

8. Child protection

The academy recognises that PSHE and RSHE play an important role in safeguarding.

Primary Phase

Where staff become aware of age-inappropriate sexualised language, behaviour or knowledge, concerns will be referred to the Designated Safeguarding Lead in accordance with safeguarding procedures.

Secondary Phase

Where disclosures indicate that a pupil may be at risk of harm, exploitation, abuse or unlawful sexual activity, staff will follow academy safeguarding procedures immediately.

Staff will always follow:

DfE's 2025 '**Keeping Children Safe in Education**'- statutory guidance for schools and colleges

[Keeping children safe in education - GOV.UK](#)

Working together to safeguard children 2026

[Working together to safeguard children - GOV.UK](#)

9. Partnership with Parents

Parents will be informed through:

- The academy website.
- Curriculum information.
- Parent information evenings.
- Letters and academy communications.

Right to withdraw

All pupils are entitled to receive Religious Education (RE) as part of a broad and balanced curriculum. RE contributes significantly to pupils' spiritual, moral, social and cultural development and helps prepare them for life in a diverse society.

Primary Phase

Parents cannot withdraw children from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Parents may request withdrawal from any non-statutory sex education delivered beyond these requirements.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are open incorrect and unreliable and can expose children to information which is not appropriate for their age.

Secondary Phase

Parents may request withdrawal from non-statutory sex education components of RSHE until three terms before their child turns 16.

After this point, if a young person wishes to participate in sex education, the academy will make arrangements for this teaching to take place.

The academy strongly encourages participation in the full curriculum for safeguarding and wellbeing reasons.

Withdrawal Procedure

If a parent/carer chooses to withdraw their child from RE, they need to:

- Inform the school of their request for their child(ren) to be withdrawn from RE and/or 'religious assembly' and whether they intend partial or total withdrawal for their child(ren). This should be either in person or in writing to the Head of School; verbal communication (e.g. on the telephone, through the student or a note in a student's books) is not an adequate method.
- Parents/carers will be invited to meet with the Subject Leader for RS and/or the Head of Year, and if necessary, an Associate Principal, to establish with the school their concerns about RE and to discuss the practical implication of withdrawal.

10. Monitoring and evaluation

The delivery model is monitored and evaluated by senior members of staff through learning walks and feedback from staff and students. We also seek ongoing improvement of curriculum content, delivery and staff training through targeted engagement with our school community. Parents and carers can review lesson materials and learn about the purpose of PSHE and RSE. Pupils are consulted through a whole-school survey every two years. Furthermore, we have targeted feedback opportunities for pupils after both lessons with external agencies and assemblies. We will explore areas of RSE/PSHE that are going well, areas staff may need support in, and their ideas for what that support could look like. We will invite staff to share best practices with each other through small presentations such as sharing class PSHE group assignments in staff meetings.

11. Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

The CEO and Principal

The CEO and Principal are responsible for ensuring that PSHE and RSE are taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

PSHE Lead

The PSHE lead is responsible for making sure that all staff are trained and feel confident in delivering the curriculum. The PSHE lead is also responsible in making sure that the children are covering all the components of the statutory parts of the curriculum. Katie Smith is responsible for leading PSHE and RSE in this school.

Staff

The PSHE lead at ARA is responsible for formulating the intent, leading on the implementation, and measuring the impact of the PSHE and RSE across the school.

All staff are responsible for:

- Delivering PSHE and RSE in a sensitive way;
- Modelling positive attitudes to all aspects of PSHE and RSE.
- Responding to the needs of individual pupils.
- Collaborating with the PSHE lead to ensure appropriate outcomes are made for all pupils.
- Following school child protection and safeguarding procedures and protocols as needed

Staff will plan lessons collaboratively with the PSHE and RSE team to deliver a rigorous curriculum.

Staff do not have the right to opt out of teaching PSHE and RSE lessons. Staff who have concerns about teaching elements of PSHE and RSE are encouraged to discuss this with the Principal and the PSHE lead.

Parents and carers

Parents are expected to participate in policy consultation and support ARA in the implementation of the curriculum. Parents/carers should support their young people within the home by engaging with the content delivered in Relationships, Sex and Health Education lessons. Parents should be available to answer questions and support young people in making informed decisions about their relationships, health and wellbeing.

APPENDIX 1: Curriculum coverage – science, relationships education including sex education, and health education including sex education

Primary

APPENDIX 1: Curriculum coverage – science, relationships education and health education

Relationships Education <i>Statutory</i>	Sex Education <i>Non statutory (year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
Families and people who care for me - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	- questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. - questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. - Sexual reproduction in humans - Reproductive cycle in humans	Key Stage 1: - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - notice that animals, including humans, have offspring which grow into adults Key Stage 2: - describe the changes as humans develop to old age - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Mental wellbeing - that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

			○ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Caring friendships ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ○ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ○ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek			Internet safety and harms ○ that for most people the internet is an integral part of life and has many benefits. ○ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ○ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, are age restricted. ○ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ○ how to be a discerning consumer of information online including understanding that information, including that

help or advice from others, if needed.			from search engines, is ranked, selected and targeted. ○ where and how to report concerns and get support with issues online.
Respectful relationships ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ 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 those in positions of authority ○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers and adults.			Physical health and fitness ○ the characteristics and mental and physical benefits of an active lifestyle. ○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health.
Online relationships ○ that people sometimes behave differently online, including by pretending to be someone they are not.			Healthy eating ○ what constitutes a healthy diet (including understanding calories and other nutritional content).

○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how information and data is shared and used online.			○ the principles of planning and preparing a range of healthy meals. ○ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Being safe ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ○ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard.			Drugs, alcohol and tobacco ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ where to get advice e.g. family, school and/or other sources.			
			○ Health and prevention ○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation and vaccination.
			Basic first aid ○ how to make a clear and efficient call to emergency services if necessary. ○ concepts of basic first-aid, for example dealing with common injuries, including head injuries.
			Changing adolescent body ○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ○ about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 2: Relationships Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	Learning objectives for Relationships Education lessons
Nursery	○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Reception	○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Year 1	○ To understand how to keep myself clean and healthy and explain why it is important ○ To understand how I have grown and changed since birth ○ To identify the people in my family, while recognising that not all families look like mine ○ To explain where I can get help and support.
Year 2	○ To explore stereotypes ○ To explain personal boundaries ○ To understand how boys and girls are different and to name boy and girl body parts ○ To understand the stages in the human lifecycle ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support.
Year 3	○ To understand how boys and girls are different and to name boy and girl body parts ○ To explain personal boundaries ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand good friendships
Year 4	○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand basic facts about puberty ○ To begin to understand menstruation

	○ To understand good friendships
Year 5	○ To explore the emotional and physical changes that occur during puberty ○ To understand male and female puberty changes ○ To explore the impact of puberty on the body and the importance of physical hygiene ○ To explore ways to get support during puberty ○ To understand what makes a family and who to turn to for help and support
Year 6	○ To recap the male and female changes that happen during puberty ○ To understand what makes a family and who to turn to for help and support ○ To explore positive and negative ways of communicating in relationships ○ To understand healthy relationships ○ To understand the human reproductive system (<i>parents can withdraw children from this lesson. See section 8</i>)

APPENDIX 3: Relationships Education vocabulary

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. year 3 vocabulary is revisited in year 4).

Year group	Vocabulary
Nursery	○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support
Reception	○ Routine ○ Clean ○ Healthy ○ Washing ○ Family ○ Help ○ Support
Year 1	○ Clean

	○ Hygiene ○ Healthy ○ Family ○ Grown ○ Changed
Year 2	○ Different ○ Similar ○ Penis ○ Vagina ○ Stereotype ○ Private ○ Boundaries ○ Girl ○ Boy ○ Male ○ Female ○ Baby ○ Adult ○ Toddler ○ Child ○ Elder
Year 3	○ Differences ○ Personal space ○ Personal boundaries ○ Good friendships ○ Peer pressure ○ Unhealthy friendships
Year 4	○ Body change ○ Puberty ○ Testicles ○ Nipple ○ Pubic hair ○ Breast

	○ Menstruation ○ Period ○ Fallopian tube ○ Womb ○ Egg ○ Sanitary products
Year 5	○ Physical changes ○ Emotional changes ○ Body changes ○ Voice deepens ○ Body hair
Year 6	○ Relationship ○ Positive and negative relationship ○ Personal information ○ Communication ○ Wet dream ○ Erection Sexual intercourse lesson (parents can withdraw from this lesson: ○ Sexual intercourse ○ Sperm ○ Egg ○ Fertilized ○ Embryo ○ embedded ○ Pregnancy ○ Birth

Secondary

Science

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

Sex Education:

- How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance	
Relationships Education Curriculum Content	Health Education Curriculum Content
Families ○ That there are different types of committed, stable relationships. ○ How these relationships might contribute to wellbeing, and their importance for bringing up children. ○ 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. ○ That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Mental wellbeing ○ How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ○ The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ○ That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ○ That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental

○ That forced marriage and marrying before the age of 18 are illegal. ○ How families and relationships change over time, including through birth, death, separation and new relationships. ○ The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. ○ How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	health condition, and that managing those feelings can be helped by seeing them as normal. ○ Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. ○ How to critically evaluate which activities will contribute to their overall wellbeing. ○ Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. ○ That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. ○ That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Respectful relationships ○ The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. ○ How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	Wellbeing online ○ About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ○ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

○ The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. ○ What tolerance requires, including the importance of tolerance of other people's beliefs. ○ The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. ○ The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. ○ Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. ○ The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. ○ How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. ○ How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. ○ How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours	○ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ○ The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. ○ How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. ○ The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. ○ The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
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and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. ○ Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.	
Online safety and awareness ○ Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ○ Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. ○ The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren’t real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. ○ Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. ○ That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to	Physical health and fitness ○ The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. ○ Factual information about the prevalence and characteristics of more serious health conditions. ○ That physical activity can promote wellbeing and combat stress. ○ The science relating to blood, organ and stem cell donation.

seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. ○ 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. ○ About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. ○ That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. ○ That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. ○ How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. ○ 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. ○ How information and data is generated, collected, shared and used online.	
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○ That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). ○ That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. ○ That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	
Being safe ○ How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. ○ That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. ○ How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. ○ How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something	Healthy eating ○ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. ○ The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. ○ The impacts of alcohol on diet and unhealthy weight gain.

doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. ○ What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. ○ That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. ○ The concepts and laws relating to sexual violence, including rape and sexual assault. ○ The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. ○ The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ○ That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. ○ The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ○ The concepts and laws relating to forced marriage. ○ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. ○ That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	
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○ That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. ○ How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	
Intimate and sexual relationships, including sexual health • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • 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. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Drugs, alcohol, tobacco and vaping ○ The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. ○ The law relating to the supply and possession of illegal substances. ○ The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. ○ The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. ○ The dangers of the misuse of prescribed and over-the-counter medicines. ○ The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. ○ The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit

• How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	
	Health protection and prevention, and understanding the healthcare system ○ Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. ○ Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. ○ How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. ○ The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. ○ The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. ○ The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. ○ The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. ○ How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

	○ The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
	Personal Safety • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
	Basic first aid ○ Basic treatment for common injuries and ailments. ○ Life-saving skills, including how to administer CPR.

	○ The purpose of defibrillators, when one might be needed and who can use them.
	Developing bodies ○ The main changes which take place in males and females, and the implications for emotional and physical health. ○ The facts about puberty, the changing adolescent body, including brain development. ○ About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. ○ The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

