





# PSHE & RSHE Policy

## 2025-26

<b>Signed</b>	
<b>Position</b>	<p><b>Michael Jeffrey</b> Head of School</p>  <p><b>Jasmine Kaur</b> Head of Teaching, Learning, Assessment and PSHE Lead</p>
<b>Date Agreed</b>	17 <sup>th</sup> September 2025
<b>Next Review</b>	17 <sup>th</sup> September 2026

## Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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## 1. Definitions

**Relationships Education:** focuses on teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with peers and adults (Department of Education [DfE] Statutory Guidance on RSE and Health Education, 2019; updated 2025).

**Sex Education:** refers to learning about the physical, social, emotional and moral aspects of human sexuality and reproduction that go beyond the science curriculum (DfE Statutory Guidance on RSE and Health Education, 2019; updated 2025).

## 2. Aims, rationale, ethos and outcomes of PSHE

In line with Section 78 of the Education Act 2002 and the Academies Act 2010, Personal, Social, Health and Economic (PSHE) education provides pupils with the knowledge, skills and attributes they need to thrive as individuals and members of society. It supports the development of pupils, preparing them for the opportunities, responsibilities, and experiences of later life.

At Centre Academy London (CAL), PSHE is delivered through a dedicated, timetabled lesson each week, with key themes and values reinforced across the wider curriculum. The programme is led by the PSHE teacher, supported by the PSHE Lead, the Designated Safeguarding Lead (DSL), the school counsellor, wider school community, and contributed to by external agencies and visiting speakers. This ensures provision is consistent, supportive, and well-informed.

Under the Children Act 2004 (Section 10, Part 2), wellbeing is defined to include physical and mental health; protection from harm and neglect; education and training; social and economic wellbeing; and contribution to society. Our PSHE curriculum is designed to support each of these elements.

CAL is committed to providing a comprehensive and structured programme which is delivered across all year groups. The PSHE curriculum is designed to meet the individual needs of students and is regularly reviewed to ensure it remains relevant and responsive. See Appendix A. The PSHE Lead is responsible for liaising with staff across the school to identify emerging issues and ensure that the programme addresses them effectively. Pupil discourse is systematically monitored and assessed to inform curriculum planning. The DSL and School Counsellor provide guidance to the PSHE Lead regarding topics that must be included in response to safeguarding and well-being concerns. This ensures that the PSHE programme consistently

promotes students' personal development, emotional well-being, and safety in line with the school's safeguarding obligations.

The aims of PSHE are to:

- Promote pupils' personal, social and emotional development.
- Support positive mental and physical health and wellbeing.
- Develop pupils' understanding of rights, responsibilities, and respect for others.
- Provide financial, careers, and citizenship education to prepare pupils for adult life.
- Foster resilience, independence, and the ability to make informed decisions.

The intended outcomes of our programme are that pupils will:

- Understand their rights and responsibilities in relationships.
- Know how to stay safe, both online and offline.
- Develop confidence, resilience, and respect for themselves and others.
- Acquire the knowledge to make informed choices about their health, wellbeing and future.
- Be prepared for life beyond school, including employment, further study, and active citizenship.

The school has begun to implement the Rights Respecting School Programme (RRSA) to reinforce the school's commitment to providing a safe and respectful learning environment. There will be a more proactive attempt to achieve accreditation this academic year. The RRSA framework ensures that all students are treated with dignity; their individuality is recognised; and their potential to thrive is supported.

The Careers programme – Pathway to Employment – is designed in a way where skills acquired through PSHE can be applied practically in the workplace. Students are placed in work settings tailored to their individual abilities and needs, ensuring a safe and supportive environment in which they can develop and apply transferable skills. The PSHE recognises the importance of preparing students for the future through teaching content under this strand.

The PSHE Lead works closely with the DSL and School Counsellor to ensure safeguarding priorities are reflected within the curriculum. This includes addressing issues identified through safeguarding data, adapting provision in response to wellbeing concerns, and ensuring pupils know how to access help and support.

The PSHE curriculum at CAL supports the teaching of the Fundamental British Values, the Protected Characteristics as outlined in the 2010 Equality Act; and the Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

### 3. Aims, rationale, ethos and outcomes of RSHE

The DfE's statutory requirements mean school must teach Relationships, Sex and Health Education (RSHE) as outlined in the Children and Social Work Act 2017 and the RSHE (England) Regulations 2019.

Children and young people are growing up in a world where their lives are lived both online and offline, with increasing complexity, opportunities, and risks. RSHE equips pupils with the knowledge and skills to make safe, informed choices, form healthy relationships, and protect their physical and emotional wellbeing. Equipping students for beyond our provision is a key part of the school's ethos.

The aims of RSHE are to:

- Provide a safe and supportive framework for discussing sensitive issues.
- Prepare pupils for puberty and the physical, emotional, and social changes of adolescence.
- Teach accurate knowledge of reproductive health, contraception, STIs, consent, and the law.
- Promote respect for self and others and develop pupils' understanding of healthy and unhealthy relationships.
- Encourage informed decision-making and awareness of how and where to seek help.

By the end of their RSHE education, pupils will:

- Understand what constitutes healthy and unhealthy relationships.
- Recognise unacceptable behaviours (including harassment, sexual violence, coercion) and know how to respond or seek support.
- Be able to use accurate vocabulary when discussing their bodies, relationships, and identity.
- Understand consent clearly: what it means to give, withhold, and withdraw consent; that consent must be freely given, informed, reversible, and ongoing.
- Have the confidence to make safe, informed decisions about their health, wellbeing, intimate relationships, and safety.
- Respect diversity in relationships and family life, in line with the Equality Act 2010.
- Be aware of new/digital risks (online sexual content, deepfakes, harmful online material), understand where to find help and how to stay safe online.

RSHE is primarily delivered through the PSHE curriculum but is also reinforced through other subject areas. In Science, pupils are taught the biological aspects of human reproduction and development. In ICT, the focus is on online safety, digital behaviour and managing risks in virtual environments. In Religious Education (RE),

pupils explore different beliefs and values relating to family life and relationships. Together, this integrated approach ensures that statutory content is covered in a consistent, age-appropriate and contextually relevant way.

## 4. Roles and Responsibilities

**The Governors:**

- The PSHE and RSE policy will be approved by Centre Academy London governing body and they will hold the Head of School to account for its implementation.

**Head of School:**

- It is the responsibility of the Head of School to ensure that PSHE and RSE is taught consistently across the school.
- It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

**Staff:**

The staff across Centre Academy London are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

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

**Pupils:**

- There is an expectation that all pupils in Centre Academy London fully engage in PSHE and RSE and follow the ground rules thus ensuring they treat others with respect and sensitivity.

**Parents:**

- All parents have access to the PSHE and RSE policy and are invited to give feedback directly to the school and participate with surveys and questionnaires as part of our consultation process that is regularly reviewed.

## 5. RSHE Curriculum Design

We have embedded the DfE's guiding principles for RSHE by creating a programme that is sequential, appropriate and designed to support all our pupils. Our RSHE programme is planned and delivered through a spiral curriculum that revisits core themes annually, deepening knowledge and understanding as pupils mature. It has been recently adapted to suit the recent 2025 guidance.

We ensure RSHE is matched to the needs of our pupils by reviewing the local context and national safeguarding trends. Our curriculum provides clear progression from what is taught in primary school. We ensure an inclusive programme by using materials and case studies that reflect the diversity of our school community and modern Britain, including all protected characteristics. We ensure an age appropriate RSHE programme by carefully mapping content to the developmental stage and maturity of each year group, building from foundational knowledge to more complex themes. Furthermore, lessons are differentiated by content, task and outcome to ensure all pupils can access the curriculum. Additionally, pupil voice surveys are conducted every half term and there is an increased effort to use this data to shape the curriculum.

Effective RSHE empowers students to understand human sexuality, respect themselves and others, and build confidence and self-esteem. This education is delivered through factual, non-judgmental teaching that allows students to ask questions in a safe environment. Techniques like established ground rules and separating boys and girls on certain topics help facilitate sensitive discussions. We are mindful that some pupils may have experienced unhealthy or unsafe relationships. Our programme is designed to be a place of consistency and safety where students can speak to trusted adults, report problems, and find support.

The law, Fundamental British Values (FBV), and protected characteristics (PC) are integrated throughout our teaching to ensure pupils are clear on their rights and responsibilities as citizens. These principles and values are intertwined within the curriculum, versus being taught tokenistically.

### Rashford (Year 7)

The foundation for safe and healthy relationships is established at Year 7. Pupils learn about building friendships, the importance of kindness, and how to say no to bullying. Concepts of personal safety, consent in the context of inappropriate touch, and identifying trusted adults are also central. A crucial early safeguarding element is introduced by teaching that Female Genital Mutilation (FGM) is illegal, ensuring pupils know how to get help.

### Williamson (Year 8)

Building upon foundational knowledge, in year 8 students explore respectful relationships in greater depth and introduces the concept of challenging prejudice.



Pupils learn to understand and appreciate diversity while challenging stereotypes, racism, homophobia, and transphobia. The curriculum covers the importance of respecting others' bodies and the serious issues of misogyny and violence against women and girls. It also begins to address online relationships.

#### Watson and Attenborough (Year 8/9)

In year 9, students address more complex social pressures and relationship dynamics. A significant focus is placed on understanding diverse family structures, such as single-parent and same-sex families, and the responsibilities within them. This year also introduces the critical safeguarding topic of forced marriage, teaching pupils that it is an illegal practice and a violation of human rights. Students will also consider how to challenge extremism safely with a specific focus on misogynistic online cultures and why the British Value of tolerance is so important.

#### Mandela/ Eilish/ Khalo [Year 10/11]

Pupils learn about respect, the legal and emotional dimensions of consent, and the impact of pornography on perceptions of relationships. The curriculum covers how to identify unhealthy relationships and the serious crime of sextortion. This reinforces prior safeguarding knowledge by teaching pupils to recognise grooming and exploitation, empowering them to access support for themselves or others. Additionally, students consider different types of contraception; about STIs and menstrual and genealogical health.

#### Goldberg Year [Year 11/12]

The final year prepares students for the transition to independence, focusing on practical life skills and mature relationship management like pregnancy and parenthood. Pupils learn advanced communication strategies, including how to communicate consent assertively and deal with arguments constructively. The curriculum covers how to recognise more subtle forms of abuse like stalking and coercion.

All curriculum materials are accessible to parents and carers via the Student Portals on Microsoft Teams. The Portal is updated every week with the resources covered in the lesson. This allows for continued dialogue with the school and wider community.



## 6. Safe and effective practice

The teacher ensures a safe learning environment by establishing clear ground rules that protect both staff and pupils. These rules include:

- Listening to each other (only one person talks at a time)
- Challenging the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.

Distancing techniques such as using fictional case studies and third-person narratives are used because they allow exploration of sensitive topics without requiring personal disclosure.

Differentiation is a key strategy to ensure all students access the lessons. This may include:

- Increased use of videos and images
- Use of assistive technologies
- Paired or group work
- Models and frameworks

Pupils are able to ask questions in class or speak to the teacher – or any member of staff. Whilst the school does have an anonymous suggestions box which may be used for questions, it is not a commonly used. Pupils' questions are answered by teachers factually and non-judgmentally. If the class teacher needs to support with a question, they will acknowledge before consulting with the PSHE Lead, DSL or school counsellor.

Teaching staff have access to the PSHE Association for training and advice. Additionally, the PSHE Lead shared useful articles and information to support with professional development.

Our programme promotes respect for each individual pupil and complies with the Equality Act 2010. LGBT content is taught at appropriate points as part of our inclusive curriculum, which respects diverse family structures including same-sex parents, single parents, and foster families.

We ensure external agencies and their materials are thoroughly vetted for age-appropriateness and compliance with our policy and legal duties, including fundamental British values. We only work with agencies whose approach is balanced and appropriate. Pre-engagement checks include: reviewing materials in advance, confirming speaker credentials, conducting online searches, and ensuring a teacher

is always present during sessions. All external materials are shared with parents. We prohibit working with agencies promoting extreme political positions.

## 7. Engagement with Parents

Parents are informed about the RSHE policy to ensure transparency and partnership. The policy is available to parents through the school website and upon request from the school office. We are committed to openness with parents through informing them of the programme during the school's Welcome Back event and Parent's Evening as well as emailing the Curriculum Overview and supporting resources.

Parents will recognise that the core RSHE content is taught during the Spring 1 and Summer 1 terms. To see materials used to teach RSHE, parents can access them via the Student Portal or contact the teacher/ PSHE Lead. We notify parents when RSE is taught, by highlighting these terms on the annual curriculum overview and explicitly marking any sex education lessons in red, providing clear notice for those who may wish to exercise their right to withdraw their child.

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE, up until three terms before the child turns 16, after which the child may opt back in to the curriculum. Such requests must be made in writing to the Head of School using the official form and will be placed on the pupil's record (Please Appendix B.) It is important to note that withdrawal is not permitted from the statutory components of Relationships Education or Health Education. The school will provide appropriate alternative work for any withdrawn pupil. This will be applied to lessons or workshops where external speakers and agencies have been brought in.

## 8. Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to/is informed by other policies and statutory and non-statutory guidance for schools, including our Safeguarding Policy, Behaviour Policy, the Equality Act 2010, and the DfE statutory guidance on Keeping Children Safe in Education.

Teachers are aware that effective RSE can at times lead to a child disclosing information and are trained to recognise signs of concern and report what they've been told. They understand that their role is to listen, reassure, and not to investigate. This is supportive by termly CPD lead by the DSL. Teachers will consult with the designated safeguarding lead immediately following any disclosure or expressed concern, recording the conversation accurately via CPOMS.

All external providers are vetted in advance to ensure their approach and resources are age-appropriate, balanced, and in full compliance with our policy and legal duties. Visitors/external agencies supporting the delivery of RSE will be required to share all materials in advance, agree to the school's ground rules, and be supervised by a qualified teacher at all times during the session. If a visitor/external agency receives a

disclosure from a pupil, they will immediately inform the supervising teacher, who will then follow the school's standard safeguarding protocol. The external agency must not handle the disclosure independently.

## 9. Assessment

There is no summative assessment in PSHE and RSHE.

Student learning is assessed in every lesson to identify and address misconceptions and gaps in understanding as they occur. Students will record and reflect on their learning through a series of activities like making posters or leaflets. Student voice is encouraged.

To track personal progress, students complete a baseline task at the beginning of a unit and a reflective task at the end (Please see Appendix C). This process involves:

- RAG Rating: Students self-assess against three key learning statements for the unit (Red, Amber, Green).
- Effort Rating: They write a short reflection on their effort and participation in the topic.
- Learning Statement: Finally, they articulate one important thing they have learnt.
- Teacher Feedback: The teacher reviews this and can add a comment to acknowledge progress, address any lingering misconceptions, or encourage further reflection.

While PSHE is not graded, a dedicated section on the school report will inform parents of their child's effort levels and provide a summary of the key learning covered in the subject. There is also an opportunity for discussion during Parents Evening which takes place twice a year. Concerns raised are shared with parents, as well as resources to support parents at home when students have further questions.

## 10. Policy Review

This policy is informed by:

Education Act 2002; Academies Act 2010

Children Act 2004

Children and Social Work Act 2017

Relationships Education, RSE and Health Education Regulations 2019

Equality Act 2010; Human Rights Act 1998

Education (Independent School Standards) Regulations 2014

Keeping Children Safe in Education (KCSIE, 2024/2025)

Working Together to Safeguard Children (2023)

The Teaching Standards

All secondary schools must have a written policy for Relationships and Sex Education. This policy fulfils that requirement and is published on the school website.

<b>Policy Name</b>	PSHE and RSE Policy
<b>Author</b>	Jasmine Kaur
<b>Statutory, regulatory and/or contractual considerations</b>	Statutory
<b>Implementation Date</b>	September 2025
<b>Review Date</b>	September 2026
<b>Review Cycle</b>	Annually



## Appendix A: PSHE Curriculum Overview

Year	Autumn 1: <b>Health and Wellbeing</b>	Autumn 2: <b>Living in the Wider World</b>	Spring 1: <b>Relationships (RSHE)</b>	Spring 2: <b>Health and Wellbeing</b>	Summer 1: <b>Relationships (RSHE)</b>	Summer 2: <b>Living in the Wider World</b>
Rashford	<b>Me and My New School</b>  Feeling safe, rules, people who help us, getting to school safely and greater personal safety. An introduction to basic first aid.  <b>(FBV: Law, Liberty)</b>	<b>Me and My Community</b>  Different jobs people do, what I am good at, working in a team, equality.  <b>(FBV: Respect)</b>  <b>(PC: All)</b>	<b>Me and My Friends</b>  What is a friend? being kind, saying no to bullying and discrimination.  <b>(FBV: Respect, Tolerance)</b>  <b>(PC: All)</b>	<b>Looking After My Body</b>  Healthy food, keeping clean, puberty changes, private body parts. FGM: that it is illegal and wrong, and how to get help.  <b>(FBV: Law, Liberty)</b>  <b>(PC: Sex)</b>	<b>My Feelings and Relationships</b>  Naming feelings, who I can talk to, safe and unsafe touches (consent)  <b>(FBV: Law, Liberty)</b>	<b>Using Money Safely</b>  What is money for? needs vs. wants, keeping money safe. An introduction to gambling hooks.  <b>(FBV: Liberty)</b>
Williamson	<b>Keeping Safe: Drugs &amp; Alcohol</b>  What are medicines? vs. harmful substances, saying no, risks of alcohol.	<b>Exploring Work</b>  Visiting workplaces, different workplaces, skills for work, challenging stereotypes.	<b>Respecting Everyone</b>  We are all different, challenging prejudice. Understanding	<b>Health and Wellbeing</b> <b>My Feelings and Wellbeing</b>  Big feelings, mental health (including change, loss, grief)	<b>Healthy Relationships</b>  Public vs. private, respecting my body and others (to include misogyny and violence against	<b>Online Safety</b>  Being kind online, what to share and asking for help. Online safety and digital literacy: rise of AI, deepfakes and an



	<b>(FBV: Law, Liberty)</b>	<b>(FBV: Respect, Liberty)</b> <b>(PC: Sex, Religion, Disability)</b>	racism, homophobia, transphobia.  <b>(FBV: Respect, Tolerance)</b> <b>(PC: All)</b>	and loneliness) calming strategies, body image, unhealthy coping strategies.  <b>(FBV: Liberty)</b>	women and girls. 'Sexting' online relationships.  <b>(FBV: Law, Respect)</b>	introduction to radicalisation.  <b>(FBV: Tolerance, Law)</b>
Watson/ Attenborough	<b>Peer Pressure and Safety</b>  What is peer pressure? making choices, who to trust, gang exploitation, knife crime and substance misuse.  <b>(FBV: Law, Liberty)</b>	<b>My Skills for the Future</b>  My interests, skills, different types of work, what is a CV? GCSE choices.  <b>(FBV: Liberty, Democracy)</b>  <b>(PC: All)</b>	<b>Different Families</b>  All families are different (single-parent, same-sex), responsibilities. Healthy relationships, conflict resolution. Forced marriage.  <b>(FBV: Respect, Tolerance)</b>  <b>(PC: Orientation, Marriage)</b>	<b>Healthy Choices</b>  Exercise, sleep, diet, taking responsibility for my health, testicular self-check.  <b>(FBV: Liberty)</b>	<b>Community and Belonging</b>  My rights, respecting others' beliefs. Challenging extremism safely.  <b>(FBV: Tolerance, Respect, Democracy)</b>  <b>(PC: Religion, Belief)</b>	<b>Living in the Wider World Getting Ready for Work</b>  What to wear, being on time, following instructions, rights at work.  <b>(FBV: Law, Respect)</b>
Mandela/ Eilish/ Khloé	<b>Managing My Mental Health</b>	<b>Managing My Money</b>	<b>Positive Relationships</b>	<b>Influences and Role Models</b>	<b>Intimate Relationships</b>	<b>Work Experience Prep</b>



	<p>Coping with change, problem-solving, challenging negative thoughts, accessing support.</p> <p><b>(FBV: Liberty)</b></p>	<p>Budgeting, what is debt? Dangers of gambling [including gambling hooks online,] fraud and cybercrime.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p>Respect, Understanding consent and the law, impact of pornography, unhealthy relationships.</p> <p>Sextortion.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex)</b></p>	<p>Positive/negative influences, role of drugs and gangs in exploitation, staying safe.</p> <p><b>(FBV: Law, Liberty)</b></p>	<p>Review of what is a healthy relationship and important of consent: asking for and giving permission. Contraception (condoms), STIs and menstrual and gynaecological health.</p> <p><b>(FBV: Law, Respect)</b></p> <p><b>(PC: Sex, Orientation)</b></p>	<p>Travel training, role-playing work scenarios, health and safety, online presence.</p> <p><b>(FBV: Law, Liberty)</b></p>
Goldberg	<p><b>Coping with Pressure</b></p> <p>Managing exam stress, planning my time, relaxation techniques, building resilience.</p> <p><b>(FBV: Liberty)</b></p>	<p><b>Next Steps: College &amp; Work</b></p> <p>Post-16 options, taster days, writing a simple CV, interview practice.</p>	<p><b>Communication in Relationships</b></p> <p>Assertive communication, dealing with arguments. Communicating consent. Recognising</p>	<p><b>Independence and Health</b></p> <p>Registering with a doctor, basic first aid, making health appointments, <b>health screening.</b></p> <p><b>(FBV: Liberty)</b></p>	<p><b>Families and Parenting</b></p> <p>Different family structures, readiness for parenthood, pregnancy and options, support.</p>	<p><b>Transition Review</b></p> <p>Preparing for change, celebrating achievements, looking forward.</p> <p><b>(FBV: All)</b></p>





		(FBV: Democracy, Liberty)	abuse, stalking, and coercion.  (FBV: Liberty, Law)  (PC: Sex, Disability)		(FBV: Respect, Tolerance)  (PC: Pregnancy, Sex)	
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## Appendix B: Parent form: withdrawal from sex education within RSHE

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

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

## Appendix C: Baseline and of Unit Assessment Form [Example]

## Autumn 1: Me and My New School

## Baseline and End of Unit Assessment

Knowledge & Skills Statement	Baseline RAG	End of Unit RAG
I know how to stay safe in school and who I can go to for help.	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
I understand how to get to and from school safely and make safe choices.	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
I know basic first aid and know what to do in emergencies.	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green

**Effort**

☐ Excellent ☐ Good ☐ Needs Improvement

**Pupil Comment:**

*What is the most important thing you learned in this topic?*

*What is one thing you will do to stay safe?*

**Teacher Comment:**

**Date:**



## Appendix D – by The End of Secondary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p>



	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
TOPIC	PUPILS SHOULD KNOW
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p>



health and consent	<p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
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