



Whitburn Church of England Academy

Relationships, Sex and Health Education (RSHE) Policy

Preface

The Academy Vision and Values can be found here

<https://www.whitburncofeacademy.org/about-us/academy-vision-and-values/>

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Sections 34 and 35 of the Children and Social Work Act 2017
- Section 80A and s.403 of the Education Act 2002
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Equality Act, 2010 [Equality-act-2010-advice-for-schools](#)
- Sexual Offences Act 2003 [Sexual Offences Act 2003](#)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020 [SEND code of practice: 0 to 25 years - GOV.UK](#)
- Keeping children safe in education (KCSIE) (DfE, 2025). [keeping-children-safe-in-education](#)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021 [Review of sexual abuse in schools and colleges - GOV.UK](#)
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) [National curriculum in England: science programmes of study - GOV.UK](#)
- Protected characteristics and separation by sex on school inspections, (Department of Education 2025) [Protected characteristics and separation by sex on school inspections - GOV.UK](#)

Policy Context and Rationale

This policy covers our approach to the teaching of Relationships, Sex and Health Education (RSHE) at Key Stages 3, 4 and 5. It was produced by the Personal Development Lead through consultation with students, parent/carers, staff, local health professionals and Governors. Consultation took place in the form of meetings in which the policy was discussed. Student needs have informed the creation of this policy through Public Health England reports identifying the needs of young people in South Tyneside. Needs were also identified through Student Voice surveys, as well as further Student Representative consultation. Parents/Carers were also invited to comment on the policy and continue to have the opportunity to meet with relevant staff about the policy. The policy and core focuses will be reviewed annually, informed by ongoing students and parent/carer feedback

Policy Availability

This policy will be shared with all staff and will be available to parent/carers through the school website and via the school office. The RSHE curriculum is found on the Academy website.

Aims of Relationship and Sex Education

At Whitburn Church of England Academy, we strive to create a kind, caring community in which everyone feels valued and everyone treats one another with respect and sensitivity. All students in our school community are treated as individuals, all different but all equal, and this policy is underpinned by the Academy's vision and Christian ethos; allowing all students to develop within a safe and supportive environment.

We believe that effective personal development is crucial to the rounded education provided to our students and that every child should have access to effective Relationships, Sex and Health Education (RSHE). RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, and respect, love and care for family life. The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. RSHE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, including online and not just intimate relationships, and provides clear progression from what is taught in primary school 'Relationship Education'.

Underlying Principles

We believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. It should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. It should include an acceptance of families in all their forms. Whitburn CofE Academy believes that RSE should be inclusive to all students regardless of sexuality, gender identity, disability status, ethnicity or religion. We seek to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex.

What will Relationships and Sex Education include?

There will be three main elements to our Relationships and Sex Education teaching. Students will learn:

Attitudes and Values

- the importance of values, individual conscience and moral choices
- the value and valuing family life, stable and loving relationships, and marriage/civil partnerships
- the nurture of children and successful parenting
- the value of and demonstrating respect, love and care
- about exploring, considering and understanding moral dilemmas
- about developing critical thinking as part of decision-making
- to challenge myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- to manage emotions and relationships confidently and sensitively including on and offline
- to develop self-respect and empathy for others;
- to develop positive self-esteem and confidence
- to develop emotional wellbeing and resilience
- how to make informed choices with an absence of prejudice
- to develop an appreciation of the consequences of choices made
- about managing conflict
- to develop the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- how to report concerns of abuse, and the vocabulary and confidence to do so

Knowledge and Understanding

- to understand physical, emotional and spiritual development at appropriate stages;
- to understand human sexuality, identity, reproduction, sexual health, emotions and relationships;
- about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services;
- the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- to understand and appreciation of positive, healthy and enjoyable relationships
- about the avoidance of an unintended pregnancy;
- 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
- the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- where to go for help and advice and how to access local and national services

The Law

Whitburn CofE Academy acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

Marriage

- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

Organisation and Content of Relationship and Sex Education

Training of staff

- Teachers responsible for teaching RSHE receive the offer of training and advice from the Personal Development Lead, using PSHE Association CPD resources and those produced by the DfE.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.
- Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment.

Delivery

Whitburn C of E Academy specifically delivers Relationships and Sex Education through its RSHE curriculum, through Computing lessons at KS3, RE and Science lessons at KS3 and KS4 and Child Development lessons at KS4. Biological aspects of RSHE are taught within the Science curriculum. The curriculum on Health Education will similarly complement, and be supported by, the Academy's education on healthy lifestyles through Physical Education, Food Technology, Science, and extra-curricular sporting activities. Teaching staff deliver the curriculum with support from professionals where appropriate. Form tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances. RSHE sessions are delivered for 1 hour a week at Key Stage 3, and 1 hour a fortnight at Key Stage 4 and 5. We follow a spiral curriculum where topics grow alongside the students, adding to their knowledge in an age-appropriate way.

Whitburn C of E Academy acknowledges that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. RSHE will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. RSHE will sit within the context of the Academy's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

Whitburn C of E Academy believes that, as RSHE education works within students' real-life experiences, it is essential that good quality RSHE needs to be taught in a safe environment. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. Before embarking on these lessons 'ground rules' are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time.
- Throughout every year group, appropriate technical terms, diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's E-safety Policy, and Acceptable Use Agreement.
- Teachers will establish what is appropriate for small group and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion.
- Teachers will answer questions sensitively and honestly, and in a way that considers prior learning and is age-appropriate. Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This academy believes that individual teachers must use their skill and discretion in these situations and refer to the Personal Development Lead.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.
- External experts, such as Bright Futures, Relationship Works, the School Nurse and Public Health Practitioners may be invited to assist from time-to-time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- The curriculum will be assessed via in-class questioning, quizzes, exit slips and written responses. There will be opportunities for students to develop oracy within lessons.

Working with parents

- We will encourage discussion of topics at home by making parents/carers aware of the topics students will be covering throughout the school year on the school website.
- The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

Equal opportunities

- Whitburn C of E Academy understands and abides by The Equality Act 2010, and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she may have.
- Whitburn C of E Academy is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- Whitburn C of E Academy understands that different ethnic groups may have different needs and concerns and that, for some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. The views of parents and carers will be valued in this regard.
- Within Whitburn C of E Academy there may be students of varying gender and sexual identity or sexual orientation. The school is committed to supporting these students and offers a range of professionals who can be contacted including youth workers, the school counsellor and school nurse.

Confidentiality

- Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their students as far as is possible.
- Teachers must, however, alert the school safeguarding lead (Mrs D Tennet) about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.
- Any disclosures brought on by the nature of the content will be dealt with in line with normal safeguarding policies and confidentiality cannot be guaranteed.

Monitoring and Evaluation

- The Personal Development Lead and SLT will actively monitor the teaching through school review mechanisms.
- Student voice will be influential in adapting and amending planned learning activities through focus groups in each year group that will provide feedback on the content delivered.

Review Date

- The SRE policy should be reviewed at least every 18 months to 2 years. This policy will be reviewed annually, to ensure is relevant to the students and the priorities within the community.

Parental concerns and withdrawal of students:

The government statutory requirements have made the teaching of Relationship and Health Education compulsory in primary and secondary schools (see appendix 2 &3). Sex education within the national curriculum of Science (including about the teaching of reproduction in humans) is also compulsory. However, parents and carers have the right to withdraw their child from aspects of sex education (see appendix 2) within RSHE up to 3 terms prior to the child's 16th birthday. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, Whitburn C of E Academy should make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of consent.

If you wish to exercise this right, requests for withdrawal should be put in writing and addressed to the Principal (**see appendix 4**). A copy of the withdrawal requests will be placed in the student's educational records. The Principal will discuss this request with parents/carers and take appropriate actions. Alternative work will be given to students who are withdrawn from RSE.

Relationship & Sex Education		
Linked to	Safeguarding and Child Protection Policy, Anti-Bullying Policy, Online Safety, Single Equality Policy	
Review Cycle: Annually		
Creation Date	Version	Status
November 2006	1.0	Approved by the Governing Body
Revision Date		
13 th October 2009	2.0	Approved by the Governing Body
20 th November 2012	3.0	Approved by the Governing Body
1 st December 2015	4.0	Approved by the Governing Body (A new consultation period also approved to commence Jan 2016)
23 rd January 2018	5.0	Approved by the Governing Body
23 rd March 2021	6.0	Approved by the Governing Body for Consultation. Policy uploaded to the Academy website for Parental consultation and was available until deadline of 16 th April 2021.
18 th May 2021	7.0	Approved by the Governing Body
13 th May 2024	8.0	Approved by the Governing Body <i>This policy will be reviewed with Directors via a ‘Working Party with Staff’. The Policy will then go out to students / parents / carers for further consultation following the outcomes of the DfE summer term consultation.</i>
20 th May 2025	9.0	Approved by the Governing Body
7 th July 2026	10.0	Approved by the Governing Body

Appendix 1: DfE RSE Guidance

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

1. Families	Curriculum content: 1. That there are different types of committed stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. 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. 4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. 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. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust.
2. Respectful relationships, including friendships	Curriculum content: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. 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. Students should understand what it means to be treated with respect by others.

	4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps students 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. 6. 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. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Students 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. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. 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). Students should be equipped to recognise misogyny and other forms of prejudice. 10. 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. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours 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. 12. Students 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.
3. Online safety and awareness	Curriculum content: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. 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. Students should also understand the difference between public and private online spaces and related safety issues.

	3. 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. 4. 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. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. 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. Students 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. Students should know how to 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. Students should also understand that sharing indecent images of people over 18 without consent is a crime. 6. 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. 7. 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. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Students should be taught where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. 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. 11. 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 students who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray
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	misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. 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). 14. 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. 15. 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.
4. Being Safe	Curriculum content: 1. 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. 2. 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. 3. 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. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Students should learn ways of seeking help when needed and how to report harmful behaviour. Students 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. Students might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. 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. 6. 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. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. 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. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. 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. 14. 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. 15. 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. 16. 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.
5. Intimate and Sexual Relationships including Sexual Health	Curriculum content: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. 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. 3. 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. 4. 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. 5. That some sexual behaviours can be harmful. 6. 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. 7. That there are choices in relation to pregnancy. Students 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. 8. 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 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. 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.
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Appendix 2: Health and Wellbeing Education

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	Curriculum content: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Students 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. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. 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. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. 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. 8. 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. 9. 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.
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Wellbeing Online	Curriculum content: 1. 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. 2. 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. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. 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. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. 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.
Physical health and fitness	Curriculum content: 1. 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. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping	Curriculum content: 1. 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. 2. The law relating to the supply and possession of illegal substances. 3. 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. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. 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. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	Curriculum content: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. 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. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. 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 students. 6. 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. 7. 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. 8. 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. 9. 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. Students should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	Curriculum content: 1. 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). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase students' 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. 4. Understanding which trusted adults they can talk to if students are worried about violence and/or knife crime. 5. 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). 6. 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	Curriculum content: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing Bodies	Curriculum content: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. 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. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3: Parent/Carer Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS	
Name of student:	Form:
Name of Parent/Carer:	Date:
Reason for withdrawing from sex education within RSE:	
Any other information you would like Whitburn CofE Academy to consider:	
Parent/Carer Signature:	
TO BE COMPLETED BY PARENTS/CARERS	
Agreed actions and discussion with Parent/Carers:	