



# Relationship and Sex Education (RSE) and Health Education Policy

Headteacher: Ms C Senior

Chair of Governors: Mr W Stone

|               | Date                                  | Name          | Signature |
|---------------|---------------------------------------|---------------|-----------|
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## 1. Aims

The aims of Relationship, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions may take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students explore and understand a range of emotions, and develop feelings of self-respect, confidence and empathy for themselves and others
- Create a positive culture around issues of sexuality and relationships, taking responsibility for their own sexuality
- Help students develop an awareness and understanding of different types of relationships and consider the range of variation in sexual expression and gender identity
- Teach students the correct vocabulary to describe themselves and their bodies
- Help students understand the dangers of exploitation (in person and online), providing an awareness of possible signs and what they can do to keep themselves and others safe
- Provide factual information about sexual health – sexually transmitted diseases, including HIV and AIDS, and safe sex – along with reproduction and contraception
- Provide students with accurate information about places they may go for information and support

## 2. Statutory requirements

The statutory guidance for *Relationships Education, Relationships and Sex Education (RSE) and Health Education* was updated by the Department for Education (DfE) in July 2025 and is applicable from 1<sup>st</sup> September 2026. This guidance officially updates and replaces previous frameworks; this policy has been updated to reflect compliance with the revised DfE statutory guidance.

## Blackfen School for Girls

The school operates its RSE provision in strict accordance with the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, which makes RSE compulsory for all students receiving secondary education. Health Education is also compulsory in all state-funded schools (except independent schools) and Personal, Social, Health and Economic (PSHE) Education continues to play an important role in supporting students to be healthy, safe and prepared for modern life. As a maintained secondary school, Blackfen School for Girls must provide RSE and Health Education to all students.

Furthermore, this policy intersects with, and fully complies with, the following statutory duties and legal frameworks:

- **The Equality Act 2010** (with careful distinction maintained between the legal protections afforded to biological sex and those for gender reassignment)
- **The Education Act 1996**
- **The Children Act 1989 and 2004**
- **The Online Safety Act 2023**
- **The Marriage and Civil Partnership (Minimum Age) Act 2022** (which established 18 as the absolute minimum legal age of marriage in England and Wales)

RSE and PSHE support children and young people to stay safe and healthy, develop respectful relationships, understand personal wellbeing and navigate the opportunities and challenges of modern Britain, including those relating to online safety and emerging technologies.

“At Blackfen School for Girls, we teach RSE as set out in this policy.”

Parents and carers will be consulted during future policy reviews and will be able to access curriculum materials upon request. The school is committed to maintaining openness and transparency regarding the teaching of RSHE.

### 3. Policy development

The RSE policy is developed in line with statutory requirements and in consultation with stakeholders. Further review and consultation with students, staff, parents and governors will continue as part of the annual review cycle for this policy, ensuring the curriculum remains appropriate, relevant, age-appropriate and compliant with current statutory guidance.

#### Related Documents

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Equalities Duty for Schools
- Keeping Children Safe in Education
- Online Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Code of Conduct

### 4. Definition

*Relationships Education, Relationships and Sex Education (RSE) and Health Education* is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE provides knowledge and encourages the acquisition of skills and attitudes which will enable students to manage their relationships in a responsible and healthy manner.

RSE involves a combination of sharing information, and exploring issues and values.

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RSE is **not** about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix I, but may be adapted to suit the needs of students and school, as and when deemed necessary.

Teachers will answer students' questions in an age-appropriate and factual way and, where necessary, signpost students to appropriate support services or safeguarding procedures. Teachers may choose not to answer questions that are inappropriate for the age or developmental stage of students, or which relate to content outside the planned curriculum.

The curriculum distinguishes between Relationships Education (which all students must receive) and Sex Education (from which parents/carers may request withdrawal in accordance with statutory guidance).

## 6. Delivery of RSE

RSE in Key Stage Three is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Physical Education (PE), Religious Studies (RS) and Citizenship, especially at Key Stage Four. Some aspects of the RSE curriculum (e.g. healthy relationships) are addressed within the Pastoral Curriculum delivered during Form Time with tutors across all key stages, or arise from apparently unrelated topics in all National Curriculum subjects: these are secondary to the planned PSHE curriculum, and within this category as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- With themselves
- Families
- Respectful relationships, including friendships
- Intimate and sexual relationships, including sexual health

Students will also be encouraged to consider the importance of the following values:

- Self-restraint, dignity and valuing of themselves and others
- Understanding and sensitivity towards the needs and views of others
- Personal Responsibility for their actions
- The value of family life and the implications of parenthood

Other aspects covered within the *Relationships Education, Relationships and Sex Education (RSE) and Health Education* include, but are not limited to:

- Online safety, including AI-generated content, deepfakes and online exploitation
- Consent, coercion and healthy boundaries
- Sexual harassment and harmful sexual behaviour
- Pornography and the impact it can have on relationships and attitudes
- The influence of the media, online communities, influencers and social media on relationships and self-image
- Personal safety, including strategies to recognise and respond to abusive or exploitative behaviours

Health Education includes physical health, mental wellbeing, healthy eating, drugs, alcohol, tobacco and vaping, online wellbeing, physical activity, sleep, personal hygiene and emotional wellbeing.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences

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- During lessons, makes students feel safe and supported, and able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that is appropriate for them, e.g. whole-class setting, small groups or targeted sessions, or one-to-one discussions; using digital formats
- Give careful consideration to the level of differentiation needed

### 6.2 SEND Students

The policy of Blackfen School for Girls is that all students, including SEND students, should follow the same curriculum. However, to ensure that the learning and content is accessible and age-appropriate for all students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students.

This will be done on a case-by-case basis, through collaboration between mainstream teaching staff, staff who specialise working with SEND students in general or work closely with particular SEND students and wider support systems as appropriate (e.g., parents or carers and specialist agencies).

When delivering RSE to SEND students, the school will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- The additional vulnerability that SEND students may face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.3 Teaching Regarding Gender and Biological Sex

In alignment with statutory guidance, when teaching topics relating to sex, gender reassignment and identity, Blackfen School for Girls will ensure teaching is factual, age-appropriate and compliant with the Equality Act 2010. Students will be taught about the protected characteristic of gender reassignment and the importance of treating all people with dignity and respect. The school will distinguish between biological sex and gender reassignment where relevant and will avoid reinforcing harmful stereotypes. The school fosters an environment of compassion and dignity for all, but explicitly recognises and respects that members of the school community may hold protected religious or philosophical beliefs regarding gender identity.

Where a student does express concerns or questions regarding their gender, the school will respond sensitively and in accordance with its safeguarding duties. Decisions relating to any request for social transition will be considered on an individual basis, taking account of the student's welfare, safeguarding considerations, relevant legal duties and, except in exceptional circumstances where there is a risk of significant harm, the involvement of parents/carers.

Blackfen School for Girls will fulfil its legal responsibilities relating to admissions, facilities, teaching and safeguarding in accordance with current legislation and Department for Education guidance.

### 6.4 Use of resources

We will consider whether any resources we plan to use are:

- Age-appropriate, given the age, developmental stage and background of our students
- Evidence-based and contain robust facts and statistics
- From credible sources
- Compatible with effective teaching approaches
- Sensitive to students' experiences and won't provoke distress

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- In alignment with the teaching requirements set out in the statutory RSE guidance and fit into our curriculum plan
- Supportive of students in applying their knowledge in different contexts and settings

### 7. Use of external organisations and materials

While the school may occasionally enrich the RSE curriculum by hosting external organisations or utilising external materials, ultimate responsibility for the curriculum remains with the school leadership; we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

Blackfen School for Girls will not enter into agreements or terms of service with external providers that restrict or prevent parents and carers from viewing, or prohibits the school from sharing, curriculum materials used in the delivery of RSHE. We are committed to complete openness with families and will ensure that all specific resources used in the delivery of RSE will be made available for parental review upon request via a secure, password-protected parent portal or through controlled in-person presentation.

However, in accessing these materials, parents and carers must respect intellectual property rights and agree not to copy, download, photograph, or distribute copyrighted materials further.

While parents and carers are consulted meaningfully during policy reviews, they do not hold a veto over statutory curriculum content or the selection of commercial resources.

In addition, the school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with this, and any other relevant policies, including (but not limited to):
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

**We won't**, under any circumstances:

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- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Parents and carers are entitled to request access to materials used by external organisations as part of RSHE delivery. The school will ensure that all external materials are age-appropriate, factually accurate, balanced and consistent with statutory guidance and school values.

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way, in line with Blackfen School for Girls' values
- Modelling positive attitudes to RSE of equality, diversity and inclusion
- Monitoring progress
- Managing and responding appropriately to the needs of individual students, (e.g., SEND students, especially those in mainstream Key Stage 3 lessons)
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Providing sex education in accordance with this policy, and in a way that encourages students to consider morals and the value of family life
- Participating in training to provide sex education in line with the school curriculum policy
- Implementing the agreed scheme of work
- Drawing to the attention through the usual management line of any materials which they consider to be inappropriate. If staff feel the concerns have not been addressed, staff are responsible for raising the issue with the Headteacher
- Responding appropriately to those students whose parents wish them to be withdrawn from 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 Headteacher.

Staff responsible for teaching RSE:

- RS and Citizenship teachers (Key Stages 3 and 4) (Subject Leader for RS is also responsible for the RSE/PSHE curriculum in Key Stage 3)
- Head of Sixth Form and Head of Year 13 (Key Stage 5)
- Science teachers (Biology) (Key Stages 3 and 4)
- Form Tutors (Pastoral team)
- Any other teacher directed by the Head Teacher to teach RSE/PSHE

Subject Leaders are responsible for discussing their programmes of study with their Faculty Leader and RSE Lead (Subject Leader for RS and SPCS)

### **8.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **9. Parents' right to withdraw**

The school recognises the important role that parents and carers play in supporting their child's understanding of relationships, health and wellbeing.

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education (RSE). Requests for withdrawal should be made in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Before granting any request for withdrawal, the Headteacher will discuss the request with the parents/carers and, where appropriate, the student, to ensure that parents/carers understand the purpose and content of the curriculum, the benefits of receiving sex education and the potential implications of withdrawal.

Parents/carers do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- Any content taught as part of the National Curriculum for Science

A copy of any withdrawal request will be placed on the student's educational record.

Alternative educational provision will be provided for students who are withdrawn from sex education.

Parents may request withdrawal up to and until three terms before their child turns 16. From three terms before their 16th birthday, a student has the right to opt into sex education themselves if they wish to do so. Students will be informed of this right in an age-appropriate manner.

In exceptional circumstances, the Headteacher may decide not to grant a request for withdrawal from sex education where there are safeguarding concerns or where withdrawal would not be in the best interests of the student.

Parents/carers are entitled to view curriculum materials used in the delivery of RSE upon request.

### **10. Training**

Staff will be trained on the delivery of RSE, and it will be included in their continuing professional development.

The Headteacher or Subject Leader may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **11. Monitoring arrangements**

The delivery of RSE is monitored by Mrs Nadine Doyle (Subject Leader for RS and SPCS), Mr Simon Neil (Assistant Headteacher – Curriculum, Key Stage 3) and Mrs Ruth Makepeace (Deputy Headteacher – Behaviour, Inclusion and Culture) through:

- Leadership Link Meeting – Simon Neil and Nadine Doyle
- Work Scrutiny
- Learning Walks
- Half-termly meetings between Nadine Doyle and the team teaching RSE/PSHE, with minutes fed back to Simon Neil and Fiona Minnis

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Subject Leader (Nadine Doyle). At every review, the policy will be approved by the Headteacher (Carrie Senior) and the Chair of Governors (William Stone).

The Subject Leader for RS and SPCS will provide a report for the Governor's Curriculum Committee on the implementation of the PSHE curriculum once each year, outlining the teaching and learning of the curriculum and the impact on students.

### **12. Further Information**

The following issues may occur as part of education. Staff, parents and students need to understand the school's procedures.

#### **12.1 Confidentiality and Advice**

While pupils are encouraged to speak openly to staff regarding their health and relationships, absolute confidentiality can and must never be guaranteed by any member of staff.

Staff at Blackfen School for Girls will:

- Never promise a child or young person that they will keep a secret, or fail to report information regarding potential or actual abuse.
- Immediately report all disclosures, and suspicions of, a child being subjected to sexual abuse or exploitation to the Designated Safeguarding Lead (DSL) and relevant authorities, in strict compliance with statutory legislation
- Actively encourage students to involve their parents or carers when a pupil seeks confidential advice regarding sexual health. The school does recognise that the legal age of medical consent is 16, however, under the principles of Gillick Competence, students under 16 may be deemed competent to consent to their own medical advice or treatment if they demonstrate sufficient understanding and intelligence to fully appreciate what is proposed.

Students who are under 16 MUST be made aware that information that may be a safeguarding concern cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

Staff are reminded that as with other discussions of a sensitive nature, information must only be imparted according to the safeguarding procedures, and must not become common knowledge.

#### **12.2 Disclosure or suspicion of possible abuse**

The school's child protection procedures will be invoked (see relevant policy). Any concerns regarding sexual abuse, exploitation or safeguarding will be reported immediately to the Designated Safeguarding Lead and managed in accordance with Keeping Children Safe in Education and local safeguarding procedures.

#### **12.3 Disclosure of pregnancy or advice on contraception**

It is hoped that the following procedures will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

#### **12.4 Disclosure of pregnancy**

Students must be asked whether they can tell their parents(s) and whether they want help in doing so. If the student agrees to speak to parent(s) subsequent responsibility then lies with the parent(s).

Staff must tell students that they will expect acknowledgement from parents after the discussion has taken place. The relevant member of staff will maintain close communication with the student and follow up sensitively if parental acknowledgement is not received within a reasonable timeframe, while immediately reporting all details to the Head Teacher/Designated Safeguarding Lead (DSL).

If the student refuses to tell their parent(s) the DSL will refer them to a health professional. The DSL will then liaise with the student welfare team and health professionals, as appropriate, about informing the parents.

#### **12.5 Advice on contraception / Sexual Health**

Professional information will be available from a health professional e.g., School Nurse or information about Family Planning Clinics.

The school will always encourage students to talk with their parents first.

### **12.6 Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

### **12.7 Sensitive Issues**

As part of the RSHE programme, students may explore sensitive topics including contraception, sexual health, sexuality, pornography, consent, coercive control, online exploitation, sexual harassment, domestic abuse, FGM, forced marriage and abortion<sup>1</sup>. These topics will be addressed in an age-appropriate, factual, balanced and sensitive way, within the framework of safeguarding, equality and respect for others. Students will be encouraged to critically evaluate information, considering their own attitudes and values, to challenge stereotypes and recognise the difference between fact, opinion and misinformation. Where relevant, students may be made aware of religious and cultural values and potential implications of these.

### **12.8 Complaints Procedure**

Any complaints about the sex education curriculum should be made to the Head Teacher who will report to the Governors via the Curriculum committee.

### **12.9 Parental Partnership**

The school recognises the central role parents and carers play in supporting students' understanding of relationships, health and wellbeing. Parents/carers have the right to request withdrawal from some or all sex education delivered as part of statutory RSE, up until three terms before the child turns 16. Students cannot be withdrawn from Relationships Education, Health Education or content taught within the Science curriculum.

Parents/carers wishing to exercise this right should contact the Headteacher in writing using the form in Appendix 3. Before granting any request for withdrawal, the Headteacher will discuss the request with parents/carers and, where appropriate, the student, to ensure that parents/carers understand the curriculum and the implications of withdrawal.

Parents/carers are entitled to view curriculum materials upon request.

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<sup>1</sup> The concept of abortion is first introduced in the latter half of Year 8 strictly within the ethical, philosophical, and religious context of the SPCS curriculum, as part of a wider Ethics unit of work. As part of the philosophical and ethical component of Religious Studies (within the SPCS curriculum), this does not form part of the non-statutory sex education programme and is therefore not subject to the parental right of withdrawal

# Blackfen School for Girls

## Appendix I: Curriculum map

### Relationships and sex education curriculum map

In Key Stages 3 and 4, pupils should be taught: how to maintain physical, mental and emotional health and wellbeing including sexual health about parenthood and the consequences of teenage pregnancy. Pupils should learn about how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters. Finally, they should learn about the concept of consent in a variety of contexts.

**Strategic Plan 2026-2027:** Continue developing the current KS3 curriculum, and to embed specific changes from 1<sup>st</sup> September 2026, in line with DfE statutory guidance.

| KEY STAGE                                                          | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 3                                                        | Biology – Reproduction; Contraception<br>Computing – Online Safety<br>English – Consent; Relationships<br>SPCS – Identity; Equality, Diversity & Inclusion; Relationships; Consent; Human Rights; Religious and Political views; emotions and expectations of relationships; Sex Education<br>Assemblies – E-safety; Consent<br>Community Time – Relationships, Diversity and Inclusion, Mental Health awareness<br>Whole School – Identity; Equality, Diversity & Inclusion; Relationships; Consent | External Agencies – The Talk ( <a href="http://www.thetalk.org.uk">www.thetalk.org.uk</a> ); EC Publishing ( <a href="https://ecpublishing.co.uk/">https://ecpublishing.co.uk/</a> )<br>National Curriculum Subject specific materials<br>Student Support Officers / Leadership Team |
| Key Stage 4                                                        | Citizenship & RS – Human Rights; Relationships; Contraception & Family Planning<br>Science – Reproduction; Contraception<br>Community Time – Relationships, Diversity and Inclusion, Mental Health awareness<br>Assemblies – E-safety; Consent<br>Whole School – Identity; Equality, Diversity & Inclusion; Relationships; Consent                                                                                                                                                                   | Exam Board endorsed resources<br>External Agencies – The Talk ( <a href="http://www.thetalk.org.uk">www.thetalk.org.uk</a> ); EC Publishing ( <a href="https://ecpublishing.co.uk/">https://ecpublishing.co.uk/</a> )<br>Student Support Officers / Leadership Team                  |
| Key Stage 5<br>(Co-Ordinated separately by the Head of Sixth Form) | Social Sciences Faculty – Relationships<br>PSHE / Pastoral Programme – Variety of PSHE and RSE topics delivered by Sixth Form tutors and external speakers throughout the year<br>Aspects of the RSE curriculum are also covered in various subject options                                                                                                                                                                                                                                          | External agencies and speakers                                                                                                                                                                                                                                                       |

## Blackfen School for Girls

### Appendix 2: By the end of secondary school pupils should know

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families                                        | <ul style="list-style-type: none"> <li>○ That there are different types of committed, stable relationships</li> <li>○ How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>○ What marriage is, including their legal status (specifically that marriage before the age of 18 is illegal in the UK)</li> <li>○ The legal reality of cohabitation in the UK and understand rights and misconceptions in relation to this, specifically about legal rights, protections and/or financial responsibilities (i.e. that 'common-law marriage' is a myth and cohabitants do not automatically acquire the legal rights as married couples)</li> <li>○ Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>○ The characteristics and legal status of other types of long-term relationships</li> <li>○ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>○ 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>○ 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)</li> <li>○ 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</li> <li>○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>○ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>○ What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>○ 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</li> <li>○ About ethical behaviour beyond consent, understanding that ethical relationship behaviour extends far beyond a basic transaction of consent and exploring how power dynamics, emotional vulnerabilities, kindness, and active care impact the ethics of intimate relationships</li> <li>○ Online sub-cultures and misogyny, including harmful influencer content and "involuntary celibate" (incel) ideologies, understanding the negative impact of these groups/networks, including their promotion of misogyny, toxic sexual ethics, and distorted views of women</li> </ul> |

## Blackfen School for Girls

| TOPIC            | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Online and media | <ul style="list-style-type: none"> <li>○ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>○ 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</li> <li>○ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>○ What to do and where to get support to report material or manage issues online</li> <li>○ The impact of viewing harmful content</li> <li>○ 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</li> <li>○ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>○ How information and data is generated, collected, shared and used online</li> <li>○ How to critically evaluate digital media, and about the creation and use of deepfakes and digital manipulation, including the prevalence of AI-generated 'deepfakes' (both imagery and video), and the severe psychological, legal, and reputational harms caused by the malicious creation or sharing of manipulated media</li> <li>○ About the operational risks of AI chatbots and virtual companions, specifically regarding how they can engineer a false sense of intimacy or offer unregulated, harmful advice, and safe use of AI (e.g. ChatGPT)</li> <li>○ The mechanics of online sexual scams – specifically “sextortion” – where criminals manipulate individuals into sending explicit images and subsequently blackmail them for money or further content</li> <li>○ About AI imagery and the law in the UK - that possessing, generating, viewing, or forwarding explicit or indecent images of anyone under the age of 18 is a serious criminal offence, and this law applies equally if the image is entirely artificial or AI-generated.</li> </ul> |

## Blackfen School for Girls

| TOPIC      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Being safe | <ul style="list-style-type: none"> <li>○ The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>○ The concepts and laws relating to harmful sexual behaviour</li> <li>○ The concepts and laws relating to exploitation, specifically criminal exploitation, sexual exploitation and financial exploitation</li> <li>○ 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)</li> <li>○ Practical, physical, and digital strategies for maximising personal safety in public spaces and social environments, alongside the absolute principle that teaching safety strategies never shifts blame onto victims of crimes or harassment</li> <li>○ The lethal risks of strangulation (applying any pressure to the neck (strangulation) or covering the nose and mouth (suffocation)) which carries an immediate risk of death or permanent brain injury, and constitutes a severe, standalone criminal offence regardless of whether it is framed as consensual or recreational</li> <li>○ About harmful cultural practices, specifically that Female Genital Mutilation (FGM), virginity testing, and hymenoplasty are severe violations of human rights and are strictly illegal under UK law, including any attempts to facilitate these procedures abroad.</li> </ul> |

## Blackfen School for Girls

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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</li> <li>○ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>○ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>○ That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>○ The facts about the full range of contraceptive choices, efficacy and options available</li> <li>○ The facts around pregnancy including miscarriage</li> <li>○ 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)</li> <li>○ 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</li> <li>○ About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>○ How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>○ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> <li>○ About clinical gynaecological health, including the signs, symptoms, and clinical names of widespread gynaecological conditions that can significantly impact health and wellbeing, including Premenstrual Syndrome (PMS), heavy menstrual bleeding (menorrhagia), endometriosis, and Polycystic Ovary Syndrome (PCOS), and exactly when and how to seek medical assessment</li> <li>○ Comprehensive awareness of managing periods, including the universal use of dignified terminology (“menstrual products” or “period products”)</li> <li>○ The importance of pre-conception health and lifestyle choices (such as taking folic acid) prior to pregnancy, alongside the lifelong importance of maintaining pelvic floor health</li> <li>○ The modern medical advancements in preventing HIV transmission, specifically the availability, criteria, and sourcing of Pre-Exposure Prophylaxis (PrEP) and emergency Post-Exposure Prophylaxis (PEP).</li> </ul> |

## Blackfen School for Girls

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL                       |  |
|-----------------------------------------------------|--|
| Agreed actions from discussion with parents         |  |
| Headteacher Signature                               |  |
| Date                                                |  |
| Review Date (three terms before the child turns 16) |  |