



*The* HENRY  
BEAUFORT *School*

# Relationships, Sex and Health Education (RSHE) Policy

Policy amended by:	Mrs Briggs	March 2026
Consultation by:	SLT	March 2026
Reviewed and recommended by:	Welfare and Curriculum Committee	March 2026
Approved by:	Welfare and Curriculum Committee	March 2026
To be Reviewed by:	Mrs Briggs	March 2027



## Defining and aim of Relationships, Sex and Health Education

- Relationships, Sex and Health Education (RSHE) is concerned with the emotional, social, and cultural developments of students. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.
- RSHE involves a combination of sharing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

Children and young people need knowledge and skills that enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High quality, evidence-based teaching of relationships, sex, and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and promotes their moral, social, mental, and physical development. Effective RSHE supports pupils to develop positive characteristics such as resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness, and helps prevent harm by enabling pupils to recognise when something is not right.

Source – DfE RSE Guidance 2026

### Rationale:

This policy covers our school approach to the delivery and teaching of Relationships, Sex and Health Education (RSHE). We believe RSHE is an essential part of a young person's education, supporting their preparation for adult life and enabling them to develop knowledge, skills and values needed to form healthy, respectful relationships and maintain physical and mental wellbeing.

We view the partnership of home and school as vital in providing the context in helping children to cope with the emotional and physical aspects of growing up. Through relevant, sensitive and age-appropriate teaching, we aim to ensure that students, regardless of age or ability, are supported to explore, discuss and gain an understanding of the fundamental components of the Relationships, Sex and Health Education in a safe and inclusive environment.

Our RSHE provision is underpinned by safeguarding principles and is designed to help students make informed and responsible decisions, recognise when situations may place them at risk, and know how and where to seek help when needed.

### Statutory Requirements:

As a secondary school, we are required to provide Relationships, Sex and Health Education (RSHE) to all students. This obligation is set out in the statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The revised statutory guidance on Relationships and Sex Education (RSE) and Health Education was published in July 2025.

Schools must also comply with the relevant requirements of the Equality Act 2010. In particular, schools must ensure that they do not unlawfully discriminate against students based on any of the protected characteristics. Additionally, schools are required to make reasonable adjustments to support students who may be disadvantaged and must take account of the SEND Code of Practice when planning and delivering RSHE.

At The Henry Beaufort School, we teach RSHE as set out in this policy. Further details of the RSHE curriculum content can be found in the school's Personal Development (PD) curriculum map and schemes of work. Our approach to RSHE and the development of this policy have been created in consultation with staff, students, parents, and governors to ensure it meets the needs of our community.

Relationships, Sex and Health Education is developmental and should be taught at a level appropriate to the age and stage of development of the child. Consequently, it needs to be taught at several different stages in different ways. A key factor in RSHE is self-esteem, which can be affected by a range of factors. RSHE can explore these influences and encourage young people to become aware of the options open to them, enabling them to take charge of their own behaviour.

It has to be acknowledged that this is an age of increasing sexual awareness, where coverage by the media and social networking has highlighted the issue to such an extent that it is now necessary to present students with accurate and sensitively handled information about sex and related issues.

**In summary we aim to:**

- Provide a safe and supportive framework in which sensitive discussions can take place.
- Prepare students for puberty and development, including understanding the importance of health, hygiene and wellbeing, and providing age-appropriate factual information in line with the curriculum.
- Help students develop self-respect, confidence and empathy.
- Create a positive and respectful culture around issues of relationships, sexuality and identity.
- Support students to develop responsible attitudes and the skills needed to make informed, safe and ethical decisions about their relationships, wellbeing and health.
- Promote and uphold the school values of 'Pride, Happiness and Ambition'.

## **1. Delivery of RSHE**

The Personal Development Coordinator has oversight of Relationships, Sex and Health Education across the curriculum.

RSHE is taught both on discreet topics, but content is also covered over a range of Personal Development areas which ensures a more cohesive and embedded approach to the subject. Delivery of the RSHE curriculum is varied and adapted as needed for students to ensure the content is accessible to all, including those with SEND.



a. Relationships, Sex and Health Education Lessons for all Year 10 Students

One lesson per fortnight is taught by experienced staff in this area. Lessons cover:

- i. Families
- ii. Respectful relationships
- iii. Online safety and awareness
- iv. Being safe
- v. Intimate and sexual relationships, including sexual health

Parents in Year 10 will be given information on the content of the RSHE programme through a parental letter sent during the summer term of their child being in Year 9.

b. Personal Development Programme

Bespoke timetabled days covering all aspects of personal development across 5 dedicated days off timetable (for full coverage, please see PD Day information on the website). These sessions are led by specific staff who specialise in teaching in this area.

c. Friday Year Tutor Programme

Each Friday tutor is run in year tutor groups rather than vertical tutoring, at set times in the year. These sessions are led by the year group tutors, and quality assured by the HoY.

d. Planned aspects within the Core IT, Core and GCSE Religious Education, GCSE Child Development and Health & Social Care, and Science curriculum.

Across all years, students will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

**Teaching approaches:**

A variety of approaches are used to give students relevant information so that moral issues can be explored through discussion and to enable students to acquire appropriate skills. Visiting speakers are used where appropriate and they are required to work within the framework of this policy. Teachers will be present when a visiting speaker takes part in a lesson. In addition, staff responsible for the delivery of RSHE will comply with the following:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.



- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE.

### **Student groupings:**

Students are predominantly taught in mixed gender and ability groupings. All topics are taught within a year group setting to ensure the content covered is age appropriate. Students are expected to engage fully in RSHE and when discussing issues related to RSHE, will treat other with respect and sensitivity.

### **Resources:**

A range of teaching resources is used to support the delivery of RSHE, including published science texts. The school is committed to openness and transparency with parents. Parents are able to view a representative sample of the resources the school plans to use and may request access to all RSHE curriculum materials. Requests should be made through the Personal Development Coordinator, Head of Year or appropriate Senior Leader.

### **Managing Student Questions:**

Teachers recognise that students may raise questions during RSHE lessons or at other times which relate to sex education or sensitive topics. Teachers will handle such questions professionally, sensitively and in an age-appropriate manner, taking account of the needs of the whole class.

Where a question falls outside the school's planned RSHE curriculum, or relates to sex education from which a student has been withdrawn, teachers will provide a proportionate and factual response that does not go beyond the required content. In some cases, students may be advised to discuss the matter further with a parent/carer or a member of the pastoral team.

Safeguarding concerns will always be responded to in line with the school's safeguarding and child protection procedures.

## **2. Monitoring and Evaluation**

### **a. Year 10 RSHE Lessons**

- Lessons are prepared and resourced by the PD Coordinator.
- Lessons are taught by experienced staff in this area.
- Staff are provided regular CPD throughout the year and this is quality assured by the PD Coordinator.
- Learning walks will take place periodically throughout the year.
- Book monitoring by PD Coordinator.
- Internal assessments for students.

### **b. PD Days**

- Lessons are prepared and resourced by the PD Coordinator.
- Sessions are led by specific staff who specialise in teaching in this area.

- iii. Work is recorded in PD Day books throughout the year and quality assured by the PD Coordinator.
- c. Friday Tutor Programme
  - i. Sessions are prepared and resourced by HoY and PD Coordinator.
  - ii. Sessions are led by year group tutors and quality assured by the HoY and monitored by the PD Coordinator.
- d. Subject specific content is delivered across the school's five-year curriculum, such as Core IT, Child Development, Health & Social Care, Science and Religious Education. This is quality assured by Academic Leaders of Heads of Department and delivered by subject specialists who have regular CPD.

### **3. Specific Issues**

#### **a. Parental Partnership**

Parents have the right to request withdrawal of their child from the non-statutory components of sex education delivered as part of Relationships, Sex and Health Education (RSHE). There is no right to withdraw from statutory Relationships Education or Health Education.

The school works actively to ensure that parents have a clear understanding of the content delivered through the RSHE curriculum, including providing opportunities to view a representative sample of resources the school intends to use. Parents are also able to view all RSHE curriculum materials used by the school upon request. This supports informed engagement and enables parents to exercise their right to withdraw their child from the non-statutory elements of sex education where applicable. ~~Examples of RSE resources can be made available to parents upon request.~~

Requests for withdrawal should be put in writing and addressed to the Headteacher or the named PD Coordinator. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

All requests will be treated in confidence and considered carefully by the Headteacher and the named PD Coordinator. In exceptional circumstances, the Headteacher may refuse a withdrawal request where this is in the best interests of the student. From three terms before their 16th birthday, students have the right to opt into sex education themselves and will be informed of this right through the school's RSHE provision.

#### **b. Confidentiality and Advice**

Students will be made aware that some information 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.

- i. Disclosure of suspicion of possible abuse –  
The school's child protection procedures will be invoked.



(See Child Protection and Safeguarding Policy).

- ii. Disclosure of pregnancy or advice on contraception –  
It is hoped that the following procedure 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. The school will always encourage students to talk to their parents first:
  - Students will be asked whether they can tell their parent(s) and whether they want help in doing so.
  - If students refuse to tell their parent(s), the adult should refer them to a health professional; the adult should report the incident to the Headteacher who will make a decision regarding contact with the parent(s).
  - As a school, we will adhere to The Information Sharing and Confidentiality Policy (Hampshire children’s services).

**Professional information and guidance will always be sought from a health professional.**

Students will have access to information about local services, i.e. Family Planning Clinic, Doctor’s Surgeries.

#### **4. Dissemination of the Policy**

The governing body approves this policy. The Headteacher ensures its implementation. The policy is shared with all staff each year and for those involved in direct teaching, guidance will be provided throughout the year. The policy is available on the school website.

#### **5. Other Policies or guidance which have relevance to Relationships, Sex and Health Education are:**

- a. Child Protection Policy
- b. Safeguarding Policy
- c. Single Equality Policy
- d. Anti Bullying Policy
- e. Positive Behaviour Management Policy
- f. Mobile Device Policy
- g. Personal Development Programme (see website)
- h. Tutor Programme curriculum (see website)
- i. Subject specific curriculums (see website)

**Appendix 1: DfE – By the end of secondary school students should have knowledge of:**

<p><b>Families</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>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 non-legally binding religious ceremony,</li> <li>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.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation, and new relationships.</li> <li>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.</li> <li>8. How to judge when a relationship is unsafe and where to see help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
<p><b>Respectful relationships</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation, and ending relationships.</li> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>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. Pupils should understand what it means to be treated with respect by others.</li> <li>4. What tolerance requires, including the importance of other people’s beliefs.</li> <li>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> <li>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 help.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt, or frustration.</li> <li>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</li> <li>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). Pupils should be equipped to recognise misogyny and other forms of prejudice.</li> <li>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 preference on others.</li> <li>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.</li> <li>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</li> </ol>
<p><b>Online safety and awareness</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. Rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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. Pupils should also understand the difference between public and private online spaces and related safety issues.</li> <li>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.</li> <li>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. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</li> <li>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. Pupils should understand the potentially serious consequences of acquiring or generating</li> </ol>

indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils 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. Pupils 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. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
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 pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
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.

<p><b>Being safe</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community, or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.</li> <li>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.</li> <li>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.</li> <li>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>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.</li> <li>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.</li> <li>10. That fixated, obsessive, unwanted, and repeated behaviours can be criminal, and where to get help if needed.</li> <li>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>12. The concepts and laws relating to forced marriage.</li> <li>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.</li> </ol>
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	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. That some sexual behaviours can be harmful.</li> <li>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.</li> <li>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion, and where to get further help.</li> <li>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.</li> <li>9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.</li> <li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> <li>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> <li>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.</li> </ol>

Appendix 2: Personal Development Curriculum Mapping (without Citizenship, British Values, and Careers)

★ The star symbol on this curriculum map represents topics within the core themes that explicitly cover content within RSHE.

PD Topic	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>★ Transition to secondary school.</li> <li>• Healthy lifestyles – diet, physical activity.</li> <li>★ Managing puberty physically and emotionally.</li> <li>• Safety – road, cycle and water safety.</li> <li>• First Aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Ed – smoking, alcohol, illegal substances, law, and peer pressure.</li> <li>• Mental Health and emotional wellbeing, including body image and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>★ Choices – risky behaviours, knife and gang related crimes. Gambling and debt.</li> <li>★ Positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Education – DSMF.</li> <li>★ Evaluating the social and emotional risks of drug use.</li> <li>• First Aid in response to drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health and ill health, stress, tackling stigma.</li> <li>• Promoting self-esteem and coping with stress.</li> <li>• Learning revision skills to maximise potential.</li> <li>• Risky behaviours such as knife crime and the law, learning to take responsibility.</li> </ul>
<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>★ Morals and Ethics – character building, diversity, and prejudices. Making ethical financial decisions.</li> <li>• Introduction to Careers (trip).</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying.</li> <li>• Human Rights – stereotyping, discrimination, respecting religion.</li> <li>★ Challenging career stereotypes and raising aspirations as part of the GCSE process.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding careers and future aspirations.</li> <li>• Identifying learning strengths and setting goals.</li> <li>• Saving, spending, and budgeting our money.</li> <li>• Risk and consequences of making financial decisions.</li> <li>• Tackling disability discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>★ Preparation for Work Experience – CVs, interview preparation.</li> <li>• Evaluating Work Experience and the readiness for work.</li> <li>• Tackling Racism and Discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Future pathways – personal statement, goal setting, character building.</li> <li>• Understanding the effects of debt.</li> <li>• Risks associated with gambling.</li> </ul>
<b>Relationships, Sex and Health Education (RSHE)</b>	<ul style="list-style-type: none"> <li>★ Puberty.</li> <li>★ Respectful relationships, teamwork, managing friendships.</li> </ul>	<ul style="list-style-type: none"> <li>★ Peer pressures – positive and negative.</li> <li>★ Online safety – mobile phone use. Managing online friendships.</li> </ul>	<ul style="list-style-type: none"> <li>★ Sexuality.</li> <li>★ Healthy relationships and consent.</li> <li>★ The risks of STIs and contraception.</li> <li>★ Tackling homophobia, transphobia and sexism.</li> </ul>	<ul style="list-style-type: none"> <li>★ RSHE SoW for Year 10.</li> <li>★ Exploring the influence of role models.</li> <li>★ Managing change and loss.</li> </ul>	<ul style="list-style-type: none"> <li>★ Challenging extremism and radicalisation.</li> </ul>

Appendix 3: RSHE Requirements Across the Curriculum

<p><b>Families</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>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 non-legally binding religious ceremony,</li> <li>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.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation, and new relationships.</li> <li>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.</li> <li>8. How to judge when a relationship is unsafe and where to see help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>	<p><b>YEAR 10 LESSONS:</b></p> <p><b>UNIT 1 -</b></p> <ol style="list-style-type: none"> <li>1. <b>Types of Relationships</b></li> <li>2. <b>Family Conflict</b></li> <li>3. <b>Long-term Commitments</b></li> </ol>	<p><b>PD DAYS:</b></p> <p><b>Year 7</b> Morals and Ethics</p>	<p><b>OTHER:</b></p> <p><b>Core and GCSE RE</b></p> <p><b>GCSE Child Development</b></p> <p><b>GCSE Health and Social Care</b></p> <p><b>Tutor Programme</b></p> <p><b>Biology</b></p>
<p><b>Respectful Relationships</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the</li> </ol>	<p><b>YEAR 10 LESSONS:</b></p> <p><b>UNIT 2 -</b></p> <ol style="list-style-type: none"> <li>1. <b>Conflict and Abuse</b></li> </ol>	<p><b>PD DAYS:</b></p> <p><b>Year 7</b> Team Building and New Challenges.</p>	<p><b>OTHER:</b></p> <p><b>Tutor Programme</b></p> <p><b>Core and GCSE RE</b></p>

	<p>management of conflict, reconciliation, and ending relationships.</p> <ol style="list-style-type: none"> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>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. Pupils should understand what it means to be treated with respect by others.</li> <li>4. What tolerance requires, including the importance of other people's beliefs.</li> <li>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> <li>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 help.</li> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt, or frustration.</li> <li>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</li> </ol>	<ol style="list-style-type: none"> <li>2. <b>Coercive Control</b></li> <li>3. <b>Sexual Harassment</b></li> <li>4. <b>Consent</b></li> <li>5. <b>Domestic Violence - to include Violence against Women and Girls</b></li> <li>6. <b>Manosphere and Incels</b></li> <li>7. <b>Gender Questioning</b></li> </ol>	<p><b>Year 8</b> Human Rights Online Safety</p> <p><b>Year 9</b> RSHE</p>	
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	<p>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). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p> <p>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 preference on others.</p> <p>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.</p> <p>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.</p>			
<p><b>Online Safety and Awareness</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. Rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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. Pupils should also understand the difference between public and private online spaces and related safety issues.</li> <li>3. The characteristics of social media, including that some social media accounts are fake and/or may post things which aren't</li> </ol>	<p><b>YEAR 10 LESSONS:</b></p> <p><b>UNIT 3 –</b></p> <ol style="list-style-type: none"> <li>1. <b>What is Pornography</b></li> <li>2. <b>Sharing Sexual Images</b></li> <li>3. <b>Grooming and Gaming</b></li> </ol>	<p><b>PD DAYS:</b></p> <p><b>Year 8</b> Online Safety</p>	<p><b>OTHER:</b></p> <p><b>Tutor Programme</b> <b>Core ICT</b></p>

	<p>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.</p> <ol style="list-style-type: none"> <li>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. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.</li> <li>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. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>4. Harassment and Stalking</li> <li>5. AI and Deepfakes</li> </ol>		
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	<ol style="list-style-type: none"> <li>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. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.</li> <li>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>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.</li> <li>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 pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</li> <li>12. How information and data is generated, collected, shared and used online.</li> <li>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).</li> <li>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.</li> </ol>			
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	<p>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.</p>			
<b>Being Safe</b>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community, or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.</li> </ol>	<p><b>YEAR 10 LESSONS:</b></p> <p><b>UNIT 4 -</b></p> <ol style="list-style-type: none"> <li>1. <b>Pressure and Coercion</b></li> <li>2. <b>FGM and Forced Marriage</b></li> <li>3. <b>Personal Health</b></li> </ol>	<p><b>PD DAYS:</b></p> <p><b>Year 7</b> Personal Safety</p> <p><b>Year 8</b> Online Safety</p> <p><b>Year 9</b> RSHE</p> <p><b>Year 11</b> Risky Behaviours</p>	<p><b>OTHER:</b></p> <p><b>Core and GCSE RE</b></p> <p><b>Core ICT</b></p> <p><b>Tutor Programme</b></p>

	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>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.</li> <li>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.</li> <li>10. That fixated, obsessive, unwanted, and repeated behaviours can be criminal, and where to get help if needed.</li> <li>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>12. The concepts and laws relating to forced marriage.</li> <li>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.</li> </ol>			
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	<p>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.</p> <p>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.</p> <p>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.</p>			
<p><b>Intimate and Sexual Relationships, Including Sexual Health</b></p>	<p><b>Students should know:</b></p> <ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. That some sexual behaviours can be harmful.</li> <li>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female</li> </ol>	<p><b>YEAR 10 LESSONS:</b></p> <p><b>UNIT 5 -</b></p> <ol style="list-style-type: none"> <li>1. <b>Sex and the Law</b></li> <li>2. <b>Contraception</b></li> <li>3. <b>STIs</b></li> <li>4. <b>Pregnancy Outcomes</b></li> <li>5. <b>Teenage Pregnancy</b></li> </ol>	<p><b>PD DAYS:</b></p> <p><b>Year 9</b> RSHE</p> <p><b>Year 11</b> Risky Behaviours</p>	<p><b>OTHERS:</b></p> <p><b>GCSE Child Development</b></p> <p><b>Science</b></p> <p><b>Core and GCSE RE</b></p>

	<p>condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</p> <ol style="list-style-type: none"> <li>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion, and where to get further help.</li> <li>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.</li> <li>9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.</li> <li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> <li>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> <li>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.</li> </ol>			
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## Appendix 4: RSHE Parental Letter

Dear Parent,

I am writing to inform you about a change in the curriculum for your child going into Year 10. It is now statutory for every secondary school to deliver curriculum content to students about Relationships and Sex and Health Education (RSHE). Whilst this is covered in our Personal Development Days that take place throughout the year, students in Year 10 now have one lesson dedicated to RSHE on their timetable and this will apply to your child next year.

These lessons will be delivered by teaching staff from The Henry Beaufort School, and the lessons are an opportunity to provide students with knowledge on these subjects as well as the opportunity to discuss various topics and themes. Over the course of the next academic year, your child will cover the following key topics in their RSHE lessons:

- Families
- Respectful relationships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Within each key area, students will cover a number of specific themes. If you would like further details about the content of RSHE lessons and an overview of the course, this information can be found on the school website within the curriculum pages.

In addition to this, a copy of our Whole School Policy on Relationships and Sex and Health Education can also be found on our website in the 'Our School' section.

As a school, we take every care to ensure that these lessons are delivered in a caring and understanding way, so that our students feel safe and respected when discussing the issues covered.

Whilst the teaching of RSHE is now statutory, as parents you do have the right to withdraw your child from the non-statutory components of Sex Education. This includes teaching about sexual intercourse, reproduction and contraception beyond the science curriculum. If this is something that you wish to do, please contact your child's Head of Year.

We have made every effort to ensure that our curriculum offer for RSHE is carefully planned to cover the statutory content and content that is relevant to our students. However, if there is anything that you feel would be beneficial for our students to know about with regards to RSHE, please add this information to the Microsoft Form.

Alternatively, I would be happy to discuss any issues or answer any questions via email or telephone.

I would be grateful if you could complete the short Microsoft Form attached to this letter to confirm that you have read and understood the information given in this letter.

Yours sincerely,

Mrs H Briggs

Assistant Headteacher – Pastoral