



Relationships, Sex and Health Education Policy (2025-2026)

Approved by:	Northwood School Leadership Group	Date: October 2025
Last reviewed on:	October 2025	
Next review due by:	July 2026	

1. Aims

The aims of Relationships and Sex education (RSE) and Health Education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Knowledge and skills to protect themselves and their peers whilst at school and in the future.

At Northwood School the statutory curriculum of Relationships Education, Relationships and Sex Education (RSE) and Health Education, is delivered as part of a wider framework/curriculum of Personal Social Health and Citizenship Education (PSHCE).

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per Section 34 of the Children and Social Work Act 2017 (<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>).

In teaching RSE and Health Education we are required by our funding agreements to have regard to Department for Statutory Guidance (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) issued by the Secretary of State as outlined in Section 403 of the Education Act 1996 (<https://www.legislation.gov.uk/ukpga/1996/56/contents>)

At Northwood School we teach RSE and Health Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. Pupil consultation – we investigated what exactly pupils want from their RSE through conversations with students. *[DRAFT Policy: September 2020]*
2. Staff consultation – all school staff and governors were given the opportunity to look at the DRAFT policy and make recommendations. *[November 2020]*
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the DRAFT policy. Small changes to certain wordings were made and the creation of an anonymous question box following parents/carers ambassador feedback. *[December 2020]*
4. Ratification – once amendments were made, the policy was shared with governors and ratified. *[January - February 2021]*

5. Review: The Relationships, Sex and Health Education policy will be reviewed annually. The policy was reviewed in September 2025 ahead of the updated RSHE curriculum from September 2026.

4. Definitions

RSHE is about the personal, emotional, social, cultural, relational and health, development of pupils. It involves learning about:

- relationships
- sexual health
- sexuality
- healthy lifestyles
- physical bodies
- mental wellbeing
- diversity
- personal identity

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

RSHE is not about the promotion of sexual activity.

Safeguarding pupils is an integral part of RSHE and is compulsory. Students cannot be withdrawn from key lessons that are designed to protect them from abuse, harassment, grooming and other areas in which safeguarding concerns may arise.

Relationships education concerns the connections, bonds and interpersonal interactions of one or more people. For example, friendships, romantic relationships and recognising healthy and unhealthy relationships.

Sex education explores sexual acts, behaviours, interactions, and mitigation of risks involved in sexual intercourse and contact. Currently the following lessons are classed as sex education: relationships and sex online and in the media (exploring pornography) [Year 9], contraception, Sexually Transmitted Infections (STIs), being ready for sexual relationships, intimacy and pleasure, coercion and pressure in intimate and sexual relationships [Years 10, 11, 12 and 13].

Health education encompasses both physical and mental health and wellbeing, in addition to those sexual health topics outlined above. The spiral curriculum will teach students about different aspects of health as they journey from Year 7 through to Year 11. Aspects of health education include diet and exercise, dental health and vaccinations, donation of blood, organs, and stem cells, cancer prevention and detection, including self-examination, and mental health and wellbeing.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

6. Delivery of RSE

6.1 Curriculum

RSE and Health Education are taught within the personal, social, health and citizenship (PSHCE) education curriculum. Some biological aspects of RSHE are taught within the statutory science curriculum.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

6.2 Inclusivity

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

Government advice makes it clear that SEN pupils must be fully included in the curriculum, and this includes RSE and Health Education. However, some students may require more time and input from teaching professionals in understanding, exploring and processing certain topics. For this reason, and to facilitate this, Northwood School will provide protected time for pupils with SEN needs to explore topics already learnt in lessons and to pre-teach sensitive and complex concepts in a safe and small group capacity.

6.3 Sixth Form Provision

Key Stage 5 (KS5) RSE and Health Education are taught through the PSHCE programme and through Tutor Time, assemblies, science, and other subject curriculum lessons. RSE and Health Education lessons are taught primarily through workshops and assemblies from the PSHCE lead/curriculum coordinator. KS5 may also have lessons from tutors and external agencies, such as [Brook](#). The Sixth Form benefits from delivering the Peer Education Project, by [the Mental Health Foundation](#), which is funded by the school to deliver mental wellbeing education as part of PSHCE provision.

7. Roles and responsibilities

7.1 The Governing Board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school, and for responding to requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 PSHCE Coordinator

The PSHCE Coordinator is responsible for the RSE and Health Education, reviewing the policy, planning the lessons and liaising with trained health professionals to ensure that RSE provision follows statutory guidance and adheres to this policy.

The PSHCE Coordinator is also responsible for working with the Headteacher and other relevant staff, such as the Head of Year, on managing pupil withdrawal requests from Sex Education.

The PSHCE Coordinator should also work closely with staff members and provide support for staff to deliver RSE and Health Education to pupils across the school.

7.4 Staff

Staff are responsible for:

- Delivering RSE and Health Education in a sensitive way
- Modeling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE and Health Education

Staff who have concerns about teaching RSE and Health Education are encouraged to discuss this with the Headteacher or the curriculum coordinator.

7.5 Pupils

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

8. Parents'/Carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE and Health Education up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This also applies to Sixth Form RSE and Health Education provision, from which only the pupil themselves has the right to express a wish to withdraw.

Requests for withdrawal should be put in writing via email addressed to the school, similar to the template found in Appendix 3 of this policy.

A member of the Leadership Group or the PSHCE curriculum coordinator will discuss the request with parents/carers and take appropriate action.

Alternative work will be provided to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and Health Education as part of their induction and it is included in our continuing professional development calendar.

The Headteacher and PSHCE Coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and Health Education where necessary.

10. Monitoring arrangements

The delivery of RSE and Health Education is monitored by the PSHCE Co-ordinator and school leadership through:

Learning Walks, Form Tutor meetings, Learning Conversations, Student questionnaires. Pupils' development in RSE and Health Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board and/or the Headteacher.

Appendix 1: Curriculum map.

Relationships and Sex Education curriculum map within PSHCE.

NB: Numbers correlate to content points on the statutory guidance. Not all bullet points will be covered in every year group when numerous year groups are named. Content is taught across the year groups stated.

YEAR GROUP	THEME	DETAILS
Y7	Families	<ul style="list-style-type: none"> • 1. That there are different types of committed, stable relationships. • 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. • 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • 4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • 5. That forced marriage and marrying before the age of 18 are illegal. • 6. How families and relationships change over time, including through birth, death, separation and new relationships. • 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Y7, Y8 and Y9	Respectful Relationships (KS3)	<ul style="list-style-type: none"> • 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. [Y7, Y8, Y9] • 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. [Y7, Y8, Y9] • 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. [Y7, Y8, Y9] • 4. What tolerance requires, including the importance of tolerance of other people’s beliefs. [Y7, Y8, Y9] • 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating

		<p>respectfully within relationships and with strangers, including in situations of conflict. [Y7, Y8, Y9]</p> <ul style="list-style-type: none"> ● 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. [Y7, Y8] ● 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. [Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Year 9 only - Sex Education]
Y7, Y8 and Y9	Online safety and awareness (KS3)	<ul style="list-style-type: none"> ● 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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,

		<p>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. [Y8, Y9]</p> <ul style="list-style-type: none"> ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Year 9 only - Sex Education] ● 12. How information and data is generated, collected, shared and used online. [Y7, Y8] ● 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).
<p>Y7, Y8, Y9, Y10 and Y11</p>	<p>Being Safe (KS3 and KS4)</p>	<ul style="list-style-type: none"> ● 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. [Y7, Y8, Y9] ● 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. [Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9]

		<ul style="list-style-type: none"> ● 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. [Y7, Y8, Y9] ● 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. [Y8, Y9] ● 7. The concepts and laws relating to sexual violence, including rape and sexual assault. [Y8, Y9] ● 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. [Y7, Y8, Y9] ● 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. [Y7, Y8, Y9] ● 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. [Y8, Y9] ● 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. [Y8, Y9] ● 12. The concepts and laws relating to forced marriage. [Y7, Y8] ● 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. [Y7, Y9] ● 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. ● 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. [Year 9 only - Sex Education] ● 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. [Y7, Y8, Y9]
Y10 and Y11	Respectful Relationships (KS4)	<p>Statutory health, safeguarding and RSE topics:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy

		<p>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.</p> <ul style="list-style-type: none"> ● 4. What tolerance requires, including the importance of tolerance of other people’s beliefs. ● 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. ● 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. ● 8. The role of consent, including in romantic and sexual relationships. 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. ● 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. ● 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. ● 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>Y10 and Y11</p>	<p>Online safety and awareness (KS4)</p>	<ul style="list-style-type: none"> ● 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. ● 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren’t real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. ● 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.

		<p>Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.</p> <ul style="list-style-type: none"> ● 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. ● 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.
Y10 and Y11	<p>Intimate and Sexual Relationships, including sexual health <i>[Sex Education]</i></p>	<p>Statutory health and RSE topics:</p> <ul style="list-style-type: none"> ● 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. ● 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. ● 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. ● 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● 5. That some sexual behaviours can be harmful. ● 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 ● 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. ● 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. ● 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. <p>Sex Education topics:</p> <ul style="list-style-type: none"> ● 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards

		<p>medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.</p> <ul style="list-style-type: none"> ● 8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma ● 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
Year 12 & 13	Relationships and Sexual Health	<p>Year 12 and 13 cover comprehensive PSHCE education within our sixth form provision. Sixth form PSHCE comprises of three main themes: Relationships, Health and Wellbeing, and Living in the Wider World. Statutory Relationships and Sex education, covered by the end of Year 10 and 11 at Northwood School, is revisited, retaught and reinforced in Sixth Form Relationships, and Health and Wellbeing, PSHCE lessons. For example, Year 12 and 13 cover healthy relationships, consent and the law, as well as contraception and STIs in PSHCE assembly lessons and workshops.</p>

Health and Wellbeing curriculum map within PSHCE.

YEAR GROUP	THEME	DETAILS
Y7, Y8, Y9, Y10 and Y11	Mental wellbeing	<ul style="list-style-type: none"> ● 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ● 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ● 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. ● 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. ● 6. How to critically evaluate which activities will contribute to their overall wellbeing. ● 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.

		<ul style="list-style-type: none"> ● 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. ● 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety
Y7, Y8, Y9, Y10 and Y11	Wellbeing online	<ul style="list-style-type: none"> ● 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ● 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. ● 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ● 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. ● 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. ● 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. ● 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Y7, Y8, Y9	Physical health and fitness	<ul style="list-style-type: none"> ● 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. ● 2. Factual information about the prevalence and characteristics of more serious health conditions. ● 3. That physical activity can promote wellbeing and combat stress. ● 4. The science relating to blood, organ and stem cell donation
Y7 and Y8	Healthy eating	<ul style="list-style-type: none"> ● 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. ● 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. ● 3. The impacts of alcohol on diet and unhealthy weight gain
Y7, Y8, Y9, Y10 and Y11	Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> ● 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. ● 2. The law relating to the supply and possession of illegal substances.

		<ul style="list-style-type: none"> ● 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. ● 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. ● 5. The dangers of the misuse of prescribed and over-the-counter medicines. ● 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. ● 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit
Y7, Y8, Y9, Y10 and Y11	Health protection and prevention, and understanding the healthcare system	<ul style="list-style-type: none"> ● 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. ● 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. ● 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. ● 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. ● 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. ● 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. ● 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. ● 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. ● 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment
Y7, Y8, Y9,	Basic First Aid	<ul style="list-style-type: none"> ● 1. Basic treatment for common injuries and ailments. ● 2. Life-saving skills, including how to administer CPR.11 ● 3. The purpose of defibrillators, when one might be needed and who can use them

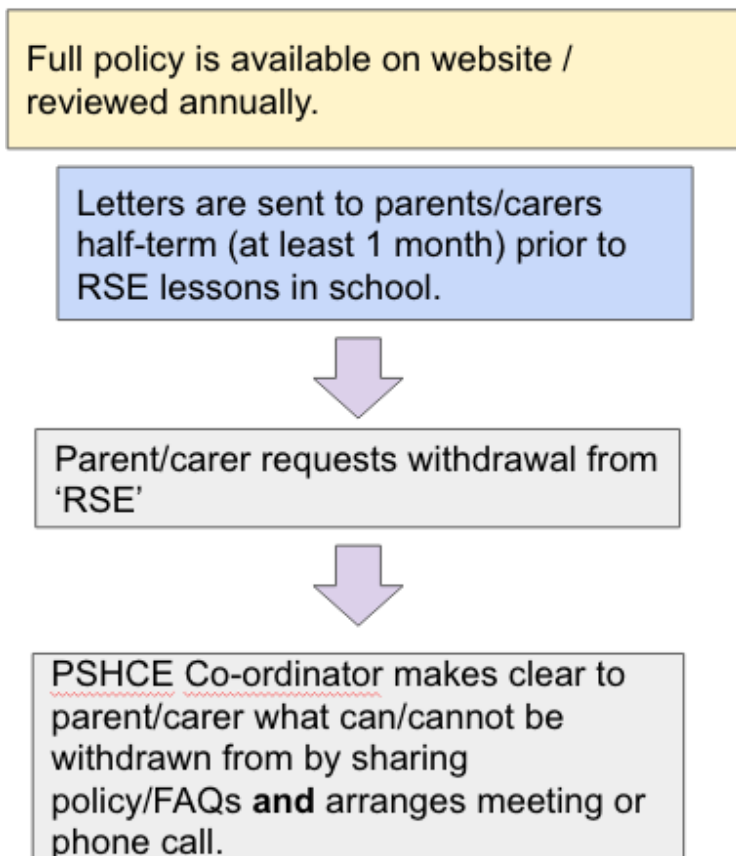
Y7, Y10	Developing bodies	<ul style="list-style-type: none"> ● 1. The main changes which take place in males and females, and the implications for emotional and physical health. ● 2. The facts about puberty, the changing adolescent body, including brain development. ● 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. ● 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
Year 12 & 13		<p>Year 12 and 13 cover comprehensive PSHCE education within our sixth form provision. Sixth form PSHCE comprises of three main themes: Relationships, Health and Wellbeing, and Living in the Wider World. Statutory Health education, covered by the end of Year 10 and 11 at Northwood School, is revisited, retaught and reinforced in Sixth Form Health and Wellbeing PSHCE lessons. For example, Year 12 and 13 cover healthy eating, physical activity and mental wellbeing.</p>

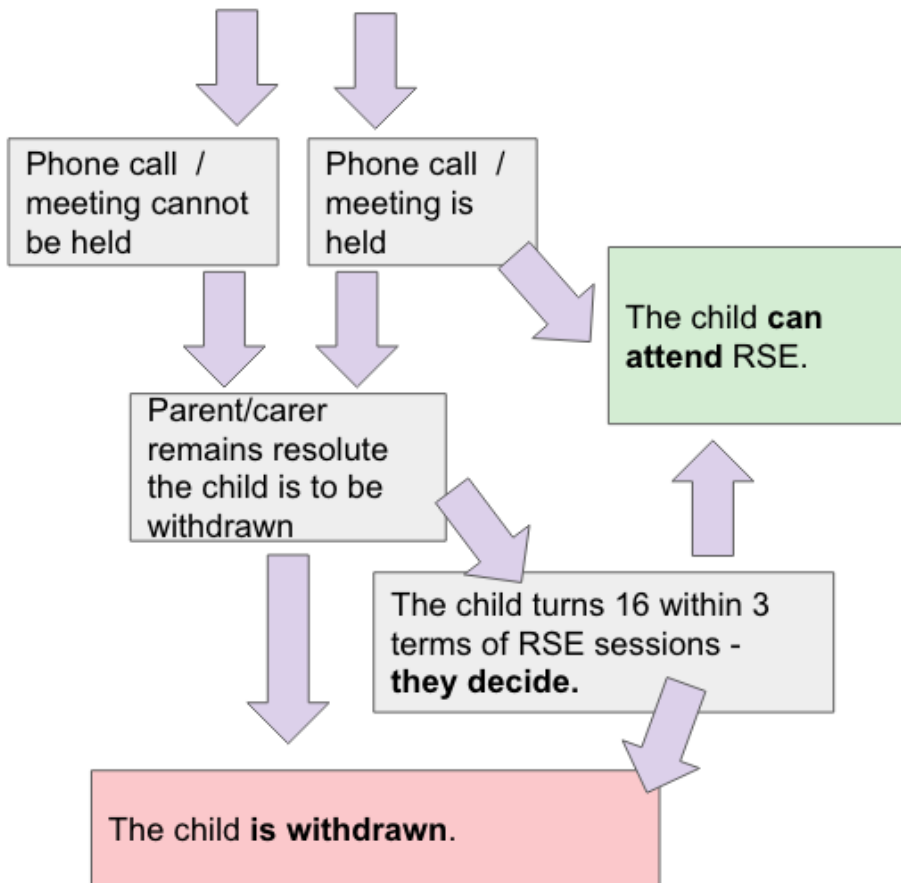
Appendix 2: Government Guidance - By the end of secondary school pupils should know.

Relationships and Sex Education, as well as Health Education available at:

https://assets.publishing.service.gov.uk/media/687a3d473f4bde279ef4528c/RSHE_statutory_guidance_-_July_2025_.pdf

Appendix 3: Withdrawal from Sex Education within RSE process (flow chart)





Appendix 4: Parent/Carer Withdrawal Template Form from Sex Education within RSE

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE RECORDED BY THE SCHOOL	
Agreed actions from discussion with parent/carers	<i>Include notes from discussions with parent/carers and agreed actions taken.</i>

Appendix 5: Frequently Asked Questions (FAQ).

Does my child have to learn PSHCE?

Yes, all students learn PSHCE (Personal, Social, Health and Citizenship Education). It is a compulsory and statutory aspect of the curriculum; it is no different to English, Maths or Science for example.

Is Relationships and Sex Education (RSE) compulsory?

As of September 2020, Relationships education is compulsory in all secondary schools. Parents retain the right to withdraw their child from Sex Education, until 3 terms before their child turns 16. At which point, the child may choose to withdraw or remain part of Sex Education lessons. Relationships education runs throughout all Key Stages. Only a minority of lessons are classified as Sex Education, with no Sex Education being taught to Year 7 or 8. Sex Education lessons are highly advisable, for pupils who are withdrawn will often inaccurately learn about the content of such lessons from peers, rather than from adults with specialist knowledge.

Will I be informed when non-statutory RSE (Sex Education only) will take place?

You will be informed as a parent/carer prior to these lessons taking place. A letter will be sent home prior to the Scheme of Work commencing, outlining which lesson(s) may be withdrawn from.

How can I withdraw my child from Sex Education?

Please see the withdrawal process as set out in Appendix 3 and template withdrawal information form set out in Appendix 4.

How do you ensure that lessons are inclusive of all children's backgrounds?

All lessons seek to be inclusive regardless of pupils' background; every student, background, belief and viewpoint is treated with respect within the classroom. PSHCE, including RSE and Health Education, aims to allow pupils to develop themselves and ideas as they grow throughout the school and inform them of places to get help and advice if they wish to discuss matters or concepts more.

How do you ensure lessons and concepts are age appropriate?

We have split the statutory and non-statutory RSE and Health Education curriculum into Key Stages and within this Year groups, to ensure that the curriculum is logical, sequential and builds on prior learning each year. This enables more sensitive and mature topics to be reserved for Key Stage 4, when more age appropriate for pupils. Required learning has been agreed in conjunction with Heads of Year based on the current needs of their year group. In addition, explicit images are not shown to pupils, and where possible and appropriate to the topic words rather than visuals are used to teach pupils about topics.

Is there a chance for pupils to ask questions?

Pupils are welcomed to ask questions in PSHCE, to their form tutor or the person leading the session. We understand that pupils may sometimes not feel comfortable asking questions in lessons. For this reason, we have an anonymous question box, in which a pupil may write a question and drop it in with only their form group name to identify it. This allows students to ask questions anonymously if they so wish, while the curriculum coordinator and other staff may follow it up and answer the question in a specific and addressed manner.

Why is it important that my child receives Relationships, Sex Education, and Health Education, at school?

The PSHE Association explains that:

- *High quality SRE [sex and relationships education] helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:*
- *Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.*
- *Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.*
- *SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.*
- *Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.*
- *The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper The Importance of Teaching (2010) highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.¹*

In addition, Brook, the Relationships and Sex Education charity, found that more than 4 in 10 young adults have never learnt about healthy or abusive relationships at school, 50% of 16-18 year olds would not know where to get support if affected by domestic abuse, and one third of young people did not learn about sexual consent².

RSE in schools is vital, as 47.7% of adolescents wish to receive their information from schools, however only 40.3% did so in March 2015. In stark contrast, only 7.1% of boys and 14.1% of girls received RSE from parents, but 24% of boys learnt RSE from unreliable sources, namely pornography.³

¹<https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

² Brook, ‘Heads or Tails? What young people tell us about RSE’, 2019, Womens Aid, 2013,

Brook, ‘Heads or Tails? What young people tell us about RSE’, 2019.

³ Brook, *The National Survey of Attitudes and Lifestyles*, March 2015.