Excel Learning Trust

Secondary Health Education and Relationships & Sex Education (RSE) Policy

Approved Date: September 2026

Review Timetable: 1 year

Renewal Date: September 2027

Statement of intent

At Excel Learning Trust, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We also understand that there is a need for this curriculum to be bespoke and adapted to each individual school's context, cohorts and community.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how each secondary school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

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1. Legal framework

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

- Equality Act 2010
- DfE (2026) 'Keeping children safe in education'
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2026
- Children and Social Work Act 2017
- Education Act 1996

This policy operates in conjunction with the following policies:

- Behaviour Policy
- SEND Policy
- Online safety Policy
- Equalities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Data Protection policy

2. Roles and responsibilities

2.1. The Trust Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.

- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The Personal Development (PD) & Careers Lead is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Co-ordinate Learning Experience Days to ensure external providers meet the expected requirements and that the time is used to further develop student's confidence and knowledge
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluation the effectiveness of the subjects and providing reports to the Principal.

2.4. The Vice Principal is responsible for:

- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Supporting the monitoring of the delivery of RSE and Health and Wellbeing education.
- Providing and protecting training time for teachers of RSE and Health and Wellbeing content.

2.5. The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

2.6. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Tracking the participation and attendance of students for lessons involving statutory content.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the PD & Careers Lead about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education through assessment in RAS/PD lessons.
- Reporting any concerns regarding the teaching of RSE or health education to the PD & Careers Lead or Vice Principal – Deep Experience.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.7. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that students who have additional needs receive their statutory PD education.

3. Organisation of the RSE and health education curriculum

3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

3.2. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

3.3. For the purpose of this policy, "health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

3.5. We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

3.6. The majority of the RSE and health education curriculum will be delivered through PSHE education in PD/RAS lessons, with some statutory elements taught via the science curriculum.

3.7. The PD & Careers Lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

3.8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

3.10 The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

3.11 The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

4.1. RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. These are taken from the Government's RSE content from 2020; additional content will be covered in an age-appropriate manner.

4.2. Statutory content stems from this government document, effective from 1 September 2026: https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

5. RSE programmes of study

5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

5.2. The details of each school's RSE curriculum is outlined in the relevant appendix.

6. Health education subject overview

6.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

6.2. Statutory content stems from this government document, effective from 1 September 2026: https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

7. Health education programmes of study

7.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

7.2. The details of each school's RSE curriculum is outlined in the relevant appendix.

8. Delivery of the curriculum

8.1. The majority of the RSE and health education curriculum will be delivered through the PD curriculum.

8.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned programme of study.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that is can be used confidently in real-life situations.

8.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

8.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.

8.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

8.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

8.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons in all RSE and health education lessons, where appropriate. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

8.9. All teaching and resources are assessed by the PD & Careers Lead to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND pupils, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

8.10. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

8.11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention

measures taken to ensure this are outlined in the school's E-safety Policy, and Communications acceptable use policy

8.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

8.13. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

8.14. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved.

8.15. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

8.16. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

8.17. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

8.18. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

8.19. The procedures for assessing pupil progress are outlined in section 15 of this policy.

9. Curriculum links

9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

9.2. RSE and health education will be linked to the following subjects:

- **English** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of diversity, tolerance, and oracy through texts studied.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **Computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

10. Working with parents

10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

10.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

10.3. When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

10.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.6. If parents have concerns regarding RSE and health education, they may submit these via email to the school's Vice Principal - Deep Experience, or contact the school office to arrange a meeting with the Principal.

10.7. Parents will be regularly consulted on the curriculum content, through the school website, and the curriculum will be planned in conjunction with parents' views.

11. Working with external agencies

11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.

11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

11.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

11.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

11.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

12. Withdrawal from lessons

12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

12.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

12.3. Requests to withdraw a child from sex education will be made in writing to the Principal.

12.4. Before granting a withdrawal request, the Principal will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

12.5. The Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

12.6. All discussions with parents will be documented. These records will be kept securely in our secure electronic document management system in the relevant pupil folder and retained in line with our document retention policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

12.7. For requests concerning the withdrawal of a pupil with SEND, the Principal may take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

13.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

13.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

13.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

13.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

13.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Harmful Sexual Behaviour Policy.

14. Safeguarding and confidentiality

14.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

14.2. To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

14.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils.

Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

14.4. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

14.5. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

14.6. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

15.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

15.2. Lessons are planned to provide suitable challenge to pupils of all abilities.

15.3. Teaching will be assessed and assessments are used to identify where pupils need extra support or intervention.

15.4. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Tests
- Written assignments
- Self-evaluations

16. Staff training

16.1. Training will be provided by the PD & Careers Lead to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.

16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

16.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

16.4. With the updated curriculum content, spiralled staff training will be provided to address staff confidence in addressing controversial topics with students.

17. Monitoring quality

17.1. The Vice Principal – Deep Experience and relevant Assistant Principal and the PD & Careers Lead are responsible for monitoring the quality of teaching and learning for the subject.

17.2. The Vice/Assistant Principal – Deep Experience and the PD & Careers Lead will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.3. The PD & Careers Lead will report to the Vice Principal – Deep Experience and Trust board on the quality of the subject provision.

17.4. The PD & Careers Lead will work regularly and consistently with the Vice Principal – Deep Experience and the Trust Board, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17.5. There will be support available from the Excel Learning Trust Central Team, and the Associate Director of Personal Development – Curriculum, in implementing the RSE policy.

18. Monitoring and review

18.1. This policy will be reviewed by the Principal and Vice Principal – Deep Experience in conjunction with the PD & Careers Lead on an annual basis.

18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Principal.

18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

Appendix 1

York High School's delivery of RSE and Health and Wellbeing content occurs in the following year groups.

RSE

Year 7:
Healthy lifestyles; families and marriage; break ups; friendships and bullying; safe and positive relationships; periods; puberty and peer pressure; communicating with others; relationships ending; impact of the internet and advertising

Year 8:
LGBTQAI+; Consent; online grooming; internet safety; contraception; STIs; sexting; positive sexual relationships; relationships changing over time; families and marriage; the impact of AI

Year 9:
Child sexual exploitation; FGM; abusive relationships; same sex relationships; LGBTQAI+ and community; sex; teenage pregnancy; dangers of pornography and stalking and sexual harassment; allow choices with unwanted pregnancy; forced marriage & honour violence ; impact of relationships on health; impact of the internet on relationships; seeking help; positive healthy friendships; domestic abuse; the impact of drugs and alcohol on relationships

Year 10:
Types of relationships; coercive and controlling relationships; consent/rape and harassment; sexual assault; sexism; contraception; consent and revenge porn; legal benefits of marriage; the impact of the internet including content on deep fakes and the impact of social media; changes to families over time; tolerance and diversity

Year 11:
Re-cap of consent; coercive control; safe sex and STIs; pornography; online behaviours; dangers of the internet including pornography, misogyny, self-harm content; avoiding toxic relationships; fertility journey; reasons people have sexual relationships

Health and Well-Being

Year 7:
Healthy lifestyles; healthy living; dental hygiene; consequences of health decisions; dangers of cigarettes and vaping; dangers of alcohol and anger management; vaping; mental health; risk taking behaviours; mental health; routines; sleep; emotions; germs and vaccines .

Year 8:
Personal safety and first aid, including CPR; STIs; alcohol; on-line relationships; drugs and the impact on mental health; vaping; group think; worry; anxiety
Year 9:
Drugs and effects; dangers of alcohol; psychoactive substances and county lines; mental health; impact of drugs on mental health; grief; laws to protect us; AI and deep fakes; co-morbidity between drugs and mental health
Year 10:
Promoting emotional wellbeing; screening; resilience and re-framing failure; self-harm; eating disorders; depression; healthy coping strategies and wellbeing; alcohol's impact on mental health; impact of online content; suicide prevention
Year 11:
Resilience and a healthy concept of self; mental health; pharmacies; Gillick competence; fertility journey; stem, blood and organ donations; impact of drugs; happiness; alcohol and vaping

Appendix 2

Millthorpe School's delivery of RSE and Health and Wellbeing content occurs in the following year groups.

RSE

Year 7:

Healthy lifestyles; family relationships; break ups; friendships and bullying; safe and positive relationships; periods; puberty and peer pressure; challenging discrimination; communicating with others; managing fall outs; separation; personal safety; consent; managing unwanted behaviour; bullying; FGM; what is misogyny?

Year 8:

LGBTQAI+; same sex relationships; Consent; online grooming; internet safety; contraception; STIs; sexting; positive sexual relationships; relationships changing over time; risky behaviours; diversity and respect.

Year 9:

Consent; unprotected sex; Child sexual exploitation; abusive relationships; sex; teenage pregnancy; dangers of pornography and sexual harassment; allow choices with unwanted pregnancy; forced marriage & honour violence ; impact of relationships on health; impact of the internet on relationships; seeking help; positive healthy friendships; domestic abuse; types of family; bereavement; homelessness and human trafficking.

Year 10:

Types of relationships; coercive and controlling relationships; consent/rape and harassment; sexual assault; sexism; contraception; consent and revenge porn; harrassment and stalking; victim blaming; the impact of the internet; pleasure in relationships; respect; role of sex in the media.

Year 11:

Qualities of family life; unplanned pregnancy; domestic abuse; risky behaviours; re-cap of consent; coercive control; safe sex and STIs; pornography; online behaviours; dangers of the internet including pornography, misogyny, self-harm content; avoiding toxic relationships; fertility journey; reasons people have sexual relationships

Health and Well-Being

Year 7:

Healthy lifestyles; healthy living; dental hygiene; consequences of health decisions; dangers of cigarettes and vaping; dangers of alcohol and anger management; vaping; mental health; risk taking behaviours; mental health; routines; sleep; emotions; germs and vaccines.

Year 8:

Personal safety and first aid, including CPR; STIs; alcohol; on-line relationships; drugs and the impact on mental health; vaping; group think; worry; anxiety.

Year 9:
Drugs and effects; dangers of alcohol; psychoactive substances and county lines; mental health; impact of drugs on mental health; grief; laws to protect us; AI and deep fakes; co-morbidity between drugs and mental health.

Year 10:
Promoting emotional wellbeing; screening; resilience and re-framing failure; self-harm; eating disorders; depression; healthy coping strategies and wellbeing; alcohol's impact on mental health; impact of online content; suicide prevention.

Year 11:
Resilience and a healthy concept of self; mental health; pharmacies; Gillick competence; fertility journey; stem, blood and organ donations; impact of drugs; happiness; alcohol and vaping

Appendix 3

Inspire Academy's delivery of RSE and Health and Wellbeing content occurs in the following year groups.

RSE

Key Stage 3:
Families; Respectful relationships; Online safety and awareness; Being Safe; Intimate and sexual relationships, including sexual health.

Year 10:
Families; Respectful relationships; Online safety and awareness; Being Safe; Intimate and sexual relationships, including sexual health.

Year 11:
Respectful relationships; Online safety and awareness; Intimate and sexual relationships, including sexual health.

Health and Well-Being

HWB

Key Stage 3:
Mental wellbeing; Wellbeing online; Physical health and fitness; Healthy eating; Drugs, alcohol, tobacco and vaping; Health protection and prevention, and understanding the healthcare system; Personal safety; Basic first aid; Developing bodies.

Year 10:
Mental wellbeing; Wellbeing online; Physical health and fitness; Healthy eating; Drugs, alcohol, tobacco and vaping; Health protection and prevention, and understanding the healthcare system; Personal safety; Basic first aid; Developing bodies.

Year 11:
Mental wellbeing; Health protection and prevention, and understanding the healthcare system; Personal safety.

Appendix 4

Template Letter to Parents Regarding RSE and health education

RE: RSE and health education at ……..

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website (add link)

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the headteacher, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises within another classroom setting.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Principal