Grace Academy Solihull

Relationships, Sex and Health Education (RSHE) Policy

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1. Introduction

This policy covers Grace Academy's approach to the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE).
Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
High quality evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. These subjects also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
Our Grace Academy vision is to develop well educated, considerate and caring citizens with a strong sense of values who will succeed in, and contribute to, 'modern society'.

This policy sets out Grace Academy Solihull's approach to Relationships Education, Relationships and Sex Education (RSE), and Health Education (HE), in line with the **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (for introduction 1 September 2026)** issued by the Department for Education.

Children and young people are growing up in a complex world, navigating both online and offline environments. High-quality, evidence-based and age-appropriate RSHE equips pupils with the knowledge and skills to stay safe, build healthy relationships, make informed choices, and support their wellbeing. RSHE also contributes to pupils' spiritual, moral, social, cultural, mental and physical development.

Grace Academy Solihull aims to develop well-educated, considerate and caring citizens with strong values who contribute positively to modern society.

2. What is Relationships and Sex Education?

Relationships Education and RSE provide lifelong learning about physical, moral, social and emotional development. Pupils learn about healthy relationships, family life, friendships, intimate relationships, respect, love, care, sexual health, and the responsibilities that come with adulthood.

RSE includes teaching about:

- Healthy and unhealthy relationships
- Consent and sexual ethics
- Positive masculinity and femininity
- Online behaviour, pornography, and digital risks
- Sexual health, contraception, STIs, and safer sex
- Violence Against Women and Girls (VAWG) and harmful gender norms
- The law relating to relationships, sex, and personal safety

Relationships Education and RSE are taught in an integrated way, with clear identification of lessons that include sex education to support parental rights of withdrawal.

Relationships and Sex Education (RSE) is defined as:
“RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies”. (DFE, 2025). RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships.

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.” (SEF, 2020)

Sex education is “learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.” (SEF, 2020)

Subject integration: In our school we take the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others.
Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3. Statutory Duty of Schools

The Government has produced statutory guidance for schools on their legal duties with which they must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education, this is effective from September 2026.

Grace Academy Solihull follows the **2026 statutory RSHE guidance**, which sets out legal duties for all state-funded schools. Relationships Education is compulsory for all pupils in primary education; RSE is compulsory for all pupils in secondary education. Health Education is compulsory in all state-funded schools, including academies.

Schools must have regard to the statutory guidance and should only depart from "should/should not" statements with strong justification.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. See section 8 "Right to be Excused" for further detail.

4. Grace Academy Solihull's Relationship and Sex Education Programme

OUR AIMS

Good quality RSE helps provide accurate **information** about the body, reproduction, sex and sexual health. It also gives young people essential **skills** for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Good quality RSE promotes the core values of respect, love and care. It provides opportunities for young people to reflect on their own **attitudes, values and beliefs** and those of their peers and others.

The programme now explicitly includes:

- Preventing VAWG and challenging harmful gender norms
- Sexual ethics beyond consent
- Online harms, including pornography and misogynistic content
- Suicide prevention and mental health literacy
- Positive masculinity and femininity
- Respect for diversity and protected characteristics

Our objectives remain the same but now incorporate these updated statutory expectations.

We are clear that parents and carers are the prime educators for children on many of these matters. The Academy's RSE is designed to be complementary and supportive of this parental role.
We will build on the foundation of statutory Relationships & Health Education taught in Primary school.

OUR OBJECTIVES are to support the development of the knowledge, skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose
- Value self and others
- Develop positive character traits & personal attributes
- Form healthy relationships
- Recognise and seek support when relationships are unhealthy or abusive
- Promote the value of long-lasting relationships and the place of intimacy within them
- Consider the impact of relationships on their mental health
- Appreciate the value of family life and associated responsibilities
- Understand safer sex and sexual health
- Make and act on informed, value-based decisions and counteract myths and misconceptions
- Communicate effectively using appropriate words without embarrassment
- Understand a range of views and religious influences about sex and relationships in society and understand links with the Christian ethos of the Academy
- Be able to delay early sexual activity and resist and report any unwanted touch or pressure
- Understand the law, their rights and responsibilities
- Keep safe online and understand how data is used
- Be aware of sources of help and to acquire the skills and confidence to use them

OUR VALUES

RSE is linked with the Grace Foundation Ethos "Building Healthy Relationships" programme, and provision will be consistent with the values and Christian ethos of Grace Foundation . Exploring morals and values is a key dimension of RSE. The programme is consistent with our core shared values of **Grace, Respect, Integrity, Potential and Excellence** and underpinned by our academy ethos. The RSE programme will aim to promote those values of respect and dignity for human life. It is a holistic approach and aims to help young people develop their own set of moral values.

RSE is underpinned by a wider deliberate cultivation and practice of resilience and character in the individual. RSE should help to develop character traits (such as belief in achieving goals and persevering with tasks) and personal attributes (such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, a sense of justice, self-respect and self-worth).

5. Provision of RSE at Grace Academy Solihull

The RSE programme will be supported by a specialist team of staff, from Grace Foundation, alongside the Lead Teacher in for PSHE (Personal, Social, Health and Economic education). Content will be delivered in a variety of different ways, by teachers as well as external specialists, through:

- The "Building Healthy Relationships" Ethos programme (off-timetable days, tutor-time & intervention courses)
- The "PSHE" (Personal, Social, Health and Economic) Education timetabled curriculum
- The National Curriculum Science Programme of Study
- Pastoral support & intervention for vulnerable students
- School nurse services, dependent on NHS provision and other relevant external agencies
- Provision of appropriate information through leaflets & display of posters

Teaching is factual, non-judgmental, inclusive, and developmentally appropriate. Lessons include opportunities to embed knowledge, practise skills, and discuss sensitive issues safely. Online safety and digital resilience are taught throughout.

The Lead PSHE Teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate content covered in the national curriculum such as citizenship, science, computing and PE.

Grace Academy Solihull, which is within the Tove Learning Trust, will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. There will be a planned programme of lessons sequenced so that core knowledge is broken down into units. Teaching methods will be relevant to key stages, levels of development and age-appropriate.

Effective teaching will:

- include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.
- be delivered in a non-judgmental, factual way and allow scope for pupils to ask questions in a safe environment.
- Include distancing techniques and setting ground rules with the class to help to manage sensitive discussion, using question boxes to allow pupils to raise issues anonymously.
- Encourage active student participation in order to learn from others and to practise using appropriate language in ways which are understood by others.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and on sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. The subjects will sit within the context of the Academy's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education will similarly complement, and be supported by, the Academy's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

All staff, whether directly involved in the RSE Programme or not, will support the Academy's approach & ethos in relation to RSE.

6. Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education needs to be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Academies will also be mindful of the preparation for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

SEND pupils can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE/HE can be a priority for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages. Small-group intervention courses or further teaching by the SEND team may be appropriate for some SEND students.

Academies will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

7. Parents/Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- given every opportunity to understand the purpose and content of RSHE.
- able to view teaching materials upon request
- encouraged to participate in the development of these subjects and ask questions.
- informed about what will be taught and when.
- supported in managing conversations with their children on these RSHE topics at home.
- are informed about their right to request their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

8. Right to be Excused from Sex Education (the Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Principal and the RSHE lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion will be documented to ensure a record is kept.

The Principal, or RSHE lead will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Following those discussions, except in exceptional circumstances, the Academy will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is **no** right to withdraw from **Relationships Education** or **Health Education**.

There is **no** right to withdraw from sex education taught under the National Curriculum in Science (listed in the table below)

KS3 Science	**Reproduction** - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
KS4 Science	**Health, disease and the development of medicines** - communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) **Coordination and control** -hormones in human reproduction, hormonal and non-hormonal methods of contraception

9. Working with External Agencies

Working with external organisations enhances delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Our Academies will ensure that they:

- check the visitor or visiting organisation's credentials (such as DBS checks, safeguarding training, and experience)
- ensure that the teaching delivered by the visitor fits with their planned programme and the published policy.
- discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. The lesson plan and any materials the visitors will use must be approved in advance of the session.
- ensure that the visitor is aware of how confidentiality will work in any lesson and understands how safeguarding reports should be dealt with in line with Academy policy.
- Any visitor to the classroom is bound by the Academy's Safeguarding policy, regardless of whether they, or their organisation, has a different policy. They should work within the framework of the Christian ethos and values of the Academy.

10. Safeguarding and Confidentiality

At the heart of RSHE there is a focus on keeping children safe, and our Academies can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

In our Academies, we will allow pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils will be made aware of how to raise their

concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a friend or peer.

In line with KCSIE, all staff are aware of what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

RSHE plays a key role in preventative safeguarding, including:

- Online safety
- VAWG prevention
- Harmful sexual behaviour prevention
- Suicide prevention and mental health literacy

The involvement of the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects will ensure that knowledge of trusted, high quality local resources can be engaged, links to the police and other agencies utilised and particular local issues which it may be appropriate to address in lessons are included.

It will be explained to pupils how confidentiality will be handled in a lesson and what might happen if they choose to make a report. Students must be reminded that the classroom is never a confidential place to talk, lessons are not a place to discuss their personal experiences and issues through the establishment of ground rules. Staff should follow the Safeguarding Policy in the event of disclosures, and report if a child under the age of 16 is having or considering having sex.

All staff must be aware of their statutory reporting duties in relation to female genital mutilation (FGM) as set out in our Child Protection Policy.

11. Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Teaching complies with the Equality Act 2010. The policy now reflects updated legal clarity:

- "Sex" and "gender reassignment" are distinct protected characteristics.
- Teaching must avoid stereotyping or stigmatising any group.
- RSHE must be inclusive and respectful of diversity.

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code

of Practice when planning for these subjects. We work to ensure RSE provision is inclusive of all students and consistent with equalities duties.

12. Lesbian, Gay, Bisexual, Transgender (LGBT+)

The Academies will ensure that all of their teaching is sensitive and age appropriate in approach and content.

LGBT content is integrated throughout RSHE, not taught as a standalone unit. Teaching is age-appropriate, factual, respectful, and avoids stereotypes. Pupils exploring sexual orientation or gender identity are supported sensitively.

All pupils should feel that the subject content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. The principles of the RSE programme can be applied to all types of relationships.

13. Faith & Belief

A good understanding of pupils' faith backgrounds and positive relationships between the Academy and local faith communities will help to create a constructive context for the teaching of these subjects. When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the core content of the statutory guidance are appropriately handled. Our Academies will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Grace Academy Solihull works alongside Grace Foundation who has a Christian ethos and will include teaching on the distinctive Christian faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

14. Responding to Pupil's Questions

Pupils of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small

groups. Support and training will be given to staff about what is appropriate/inappropriate in a whole class setting, as some questions are better not dealt with in front of a whole class.

- We will allow pupils to raise anonymous questions by a "question box" activity in lessons
- Trained teachers will also use their professional judgement in answering questions to the whole class or individually taking into account the Safeguarding Policy.
- Pupils will be encouraged to ask their parents/carers any questions that are outside the planned programme.
- Ground rules will be clearly set out by the teacher regarding personal questions at the start of lessons.
- Pupils will be referred to designated adults if they wish to talk further (e.g. pastoral staff, school nurse).
- If a safeguarding issue is raised by a question this will be reported/follow-up through the school safeguarding procedures. Teachers may wish to consult with the Deputy Safeguarding Lead if they feel this is appropriate and should feel able to work with colleagues if necessary to construct an appropriate answer.

15. Discussions about Sex & Relationships Raised Outside of the Planned Programme

The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is limited and set within the context of the other subject concerned, it will not form part of the Academy RSE programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from RSE, teachers must balance giving proper attention to relevant issues with the need to respect students' and parents' views and wishes.

The Academy expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that all staff will be familiar with this policy and act accordingly.

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers must advise students to seek advice from parents, GPs and/or appropriate trained staff or healthcare professionals such as the School Nurse.

The Academy is committed to the promotion of student welfare. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support. This may be on an individual basis or through the Academy tutorial and pastoral system. Where appropriate, students are referred to the school nurse or external agencies. Care must be taken, however, in counselling and advice to individual students, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities.

16. Monitoring, Evaluation and Assessment

The Academies have the same high expectations of the quality of the pupil's work in these subjects as for other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with

feedback on pupil progress. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

The "Building Healthy Relationships" programme is regularly evaluated by the Grace Foundation Ethos team. The views of students and staff who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.
Ofsted inspection will assess RSHE through pupil's Personal Development and SMSC (spiritual, moral, social and cultural) development.

17. Provision of Sexual Health Services on Site

Opportunities may be provided for students to access confidential information and advice on site through the drop-in service provided by the NHS school nurse. The extent to which the school nurse contributes to RSE will depend on capacity and local resources. This service is restricted to:

- advice about personal safety, healthy relationships and delaying sexual activity
- chlamydia and pregnancy testing on-site
- contraceptive advice
- advice, information and prevention of STIs
- advice, information and signposting about emergency contraception and terminations.

The Academy policy does not permit the C-card scheme (free condom scheme) on-site, instead students may be signposted by the nurse to other services in the local area, if appropriate.
Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual students, outside the classroom. When working within the classroom they are also bound by the school's Safeguarding and RSHE Policies.

18. Links with other Policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information
- Behaviour Policy
- SEND Policy
- SMSC Policy

19. References for Developing the Relationship and Sex Education Policy

This policy has been written with reference to guidance from relevant government documentation & should be read in conjunction with:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (for introduction 1 September 2026)**
- Keeping Children Safe in Education (2026)
- Behaviour and Discipline in Schools

- Respectful School Communities: Self Review and Signposting Tool
- Equality Act 2010: Advice for Schools
- SEND Code of Practice (0–25)
- Preventing and Tackling Bullying
- Mental Health and Behaviour in Schools
- Alternative Provision Statutory Guidance

20. Review of this Policy

The local governing body & Ethos Team will review the policy every three years and assess its implementation and effectiveness in meeting the needs of pupils, staff and parents and ensure it is in line with current Department of Education guidance.

This policy was produced by the Ethos Support Consultant following review by the PSHE Leads, Local Governing Body, and consultation with parents and students. Consultation took the form of online surveys with parents and focus groups with students. This policy will be available on the Academy website.

Appendix 1: Summary of Statutory Content for Secondary Schools – RSE and HE

Statutory Guidance for Relationships and Sex Education (RSE)

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

	Pupils should know:
Families	● ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness & their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful Relationships including friendships	● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	• practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, & that in turn they should show due respect to others, including people in positions of authority & due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour & coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • tackling misogyny and incel culture: specific instruction on the harm caused by online influencers who promote misogyny, and the risks of "toxic masculinity" subcultures. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010)& that everyone is unique & equal.
Online & Media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online & the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do & where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. • AI and Deepfakes: The risks of AI-generated content, how to spot "deepfakes," and the legal consequences of creating or sharing AI-generated indecent images (image-based abuse). • sextortion and scams: Understanding financial harms online, including "sextortion" (blackmail using intimate images) and online gambling/scams. • the "Attention Economy": How algorithms are designed to keep users engaged and how this can impact mental health and radicalisation. • how algorithmic "rabbit holes" can lead to the consumption of increasingly extreme content, contributing to radicalisation and the adoption of extremist views. • the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
Being Safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

	● the law regarding the possession of weapons and the reality of knife crime in the community, focusing on personal safety and making safe choices.
Intimate & Sexual Relationships including Sexual Health	● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● 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. ● the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● that they have a choice to delay sex, to enjoy intimacy without sex, or not to have sex. ● the facts about the full range of contraceptive choices, efficacy and options available. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● non-consensual acts (Strangulation/Choking): Explicit instruction that "breath play," strangulation, or choking are high-risk, dangerous, and often non-consensual criminal acts, frequently influenced by pornography. ● sexual harassment: Reinforced focus on the "continuum of harm"-how "banter" or "catcalling" can lead to more serious forms of sexual violence.
	● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● how the prevalence of some STIs, the impact they can have on those who contract them & key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour. ● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Statutory Guidance for Health Education (HE)

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

	Pupils should know:
Mental Wellbeing	● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

	• de-medicalising mental health: teaching pupils that "everyday" difficult emotions (loneliness, grief, exam stress) are a normal part of life and do not always constitute a clinical mental health condition. • suicide prevention: how to recognise the early signs of suicidal thoughts in themselves and others, and the specific steps to take to seek urgent help. This includes understanding that suicide is preventable and knowing the local and national support services available
Internet Safety & Harms	• 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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.
Physical Health & Fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer & cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation. • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • vaping: specific facts about the health risks of vaping and its addictive nature (distinguished from smoking cessation).
Healthy Eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Alcohol & Drugs	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes a low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health & Prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. • women's health: expanded facts on endometriosis and the menopause and their impact on daily life and education.

Basic First Aid	• basic treatment for common injuries. • life-saving skills, including how to administer CPR* *(*best taught after 12 years old)* • the purpose of defibrillators and when one might be needed.
Changing Adolescent Body	• key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2: Grace Academy Solihull's PSHE Programme Overview

For details on the PSHE program please refer to Our Curriculum – Grace Academy Solihull on the Academy website.