



The Grey Coat Hospital

Secondary PSHE (Personal, Social, Health and Economic Education) Policy

Including Statutory Relationships and Sex Education (RSE) and Health Education

POLICY NAME: PSHE for Secondary Schools Policy

GOV COMMITTEE: Curriculum Committee

LAST POLICY REVIEW DATE: September 2026

POLICY REVIEW SCHEDULE: 2 years

1. Aims of PSHE Policy

The aim of The Grey Coat Hospital is to “enable students to take charge of their learning, make decisions based on Christian values, live in the world as independent women and men, and meet the challenges of the twenty-first century.”

We take a whole school approach to Personal and Social Development. This reflects the needs of the pupils, the Christian ethos of the school and the broad aims of the National Curriculum.

We recognise and celebrate all individuals in this diverse community. Personal, Social, Health Education (PSHE) helps students to identify, celebrate, and manage the many personal, economic and social challenges they face, while they are at school, and in the future. Through PSHE education students should acquire and extend the knowledge and skills they need as they, and their communities, grow and change, so that they can be safe, healthy and economically secure.

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our students with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships including being able to identify risks and harms, within friendships and intimate and non-intimate relationships both in person and online.
- understand the importance of taking responsibility for one's own health and wellbeing, including financial wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both
- gain accurate knowledge and understanding about the facts and law about a range of issues including, for example sexuality, sexual health including contraception, biological sex and gender reassignment, online safety, domestic abuse, carrying knives and weapons, in an age-appropriate and inclusive way
- understand about consent in all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex through respect for others' boundaries
- use critical thinking skills to understand and analyse complex information – to keep themselves safer in digital and physical spaces

- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities;
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.
- we recognise teaching of traditional Christian values and seek to promote a Christian understanding of marriage and family life. At the same time, we are mindful of the diverse religious and social conditions to be found in a twenty-first century pluralist society. We believe that RSE should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

2. Purpose of PSHE Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and students about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

3. PSHE Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including students, parents/carers and wider partners (*see sections 7.4 and 8.2*).

4. Legislation and Guidance

From September 2026 it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017.

This guidance makes RSE compulsory for all secondary students, and Health Education compulsory for all secondary students.

Our PSHE policy complies with these requirements and recommendations to deliver statutory RSE and Health Education, as outlined and delivered through our PSHE curriculum.

5. Links to Other Policies

PSHE sits within our whole school approach to supporting students' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this PSHE policy with the following related school policies:

- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Drug and Substance Abuse Policy
- Online E- Safety Policy
- Equality Policy
- SEND Information Report
- Artificial Intelligence Policy

6. Definitions for Relationships and Sex Education (RSE) and Health Education

Relationships and Sex Education (RSE)

RSE enables the physical, cultural, social, and emotional development of students. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, both intimate and non-intimate, understand the legal aspects of human relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, and to develop an understanding of tolerance and diversity, now and in the future. Sex education is the academic or formal instruction regarding human development, anatomy, reproductive health, and sexual safety. In contrast, a sexual relationship is the actual lived, intimate, and emotional connection between two people that involves physical intimacy

Health Education

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future

7. Implementation of PSHE

7.1 Organisation of PSHE

- We adopt a whole school approach to the teaching of PSHE as recommended by the 2025 DfE Statutory Guidance.
- The taught PSHE curriculum has been shaped around the statutory RSHE content and additional content on economic wellbeing and careers. The specific content for the themes increases in complexity each year and is age appropriate, building specific knowledge and extending student's understanding.
- At KS3, PSHE will be delivered by our school chaplain, form tutors, Heads of Year and External Agencies through two 50-minute lessons a fortnight for Years 7 and 8 and one 50-minute lesson a fortnight for Year 9 and a weekly form time.
- At KS4, PSHE will be delivered by form tutors, Heads of Year and External Agencies through a bi-weekly form time sessions (8.30am – 9.00am).
- KS3 and 4 will also have different assemblies, workshops and drop-down days during the course of each academic year to support the delivery of the PSHE programme, outside of the designated curriculum time.
- Our PSHE programme of study follows the statutory guidance from the Government in relation to Health Education and Relationships and Sex Education (RSE).
- Certain aspects of PSHE will also be enhanced through the teaching in academic subjects including Science, Maths, History, Computing and Religious Education.
- At KS5 PSHE will be delivered through fortnightly timetabled sessions delivered by the form tutor following the curriculum plan put in place by the Sixth Form Heads of Year. In tandem with this runs the Speakers programme, integrated curriculum themes, assemblies, classroom activities including coaching sessions, enrichment and extra-curricular activities.

Where appropriate, external professionals and health specialists support the delivery of sessions, including the school nurse, local and/or national organisations.

For the majority of PSHE we deliver whole class lessons.

See our website for our PSHE Education Curriculum Overviews: [PSHE Overview Link](#)

7.2 Content of PSHE

Relationships and Sex Education (RSE) (KS 3 & 4: Age 11-16 years)

- Families

- Respectful Relationships
- Online Safety and Awareness
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Science Curriculum contributing to Sex Education alongside RSE

Key Stage 3 (age 11-14 years)

Students should be taught about:

- 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

Key Stage 4 (age 14-16 years)

Students should be taught about:

- Health, disease and the development of medicines;
- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- Coordination and control;
- Principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Evolution, inheritance and variation
- Sex determination in humans

Health and Wellbeing Education (KS 3 & 4: Age 11-16 years)

- 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 (including Puberty)

Living in the Wider World (KS 3 & 4: age 11-16 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

7.3 Cross Curricular Links

Through identified cross curricular links with relevant subjects, including RE, Science, Computing and PE we further complement, reinforce and extend our students' PSHE learning through related contexts, being clear not to duplicate or repeat any learning.

7.4 Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our students, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Student engagement – there is an annual survey of PSHE conducted and the School Council is used as a forum where students can feedback on their lessons to inform future planning.
- Parental engagement – the policy is available on the school website for parents to consult as is the overview of the curriculum and some sample resources. Parents can request materials via the school's communication process. Resources to support parents are also made available. Parental feedback is collected on a range of areas once a year following parents' evening and there is space for parents to feedback here.
- Community partners – the school works with the PSHE association in developing resources for PSHE and training staff members. We also work with other partners including the School Nursing Service, SASH, All Kind, and Our Streets Now to name but a few. We use local and national data available to inform curriculum choices.

As a result of feedback gathered this year, we have adapted our PSHE curriculum 2026-7 with the following changes;

- adding information into Year 8 rather than year 9 about vaping and smoking and the associated dangers.
- Following our student survey we have increased the amount of time spent looking at financial harms and also how to manage money in the future and scheduled a drop-down day for students in year 9 to develop their First Aid Skills, revisiting what they have already covered in year 7 and 8.

8. Issues Specific to Sex Education

8.1 Engaging with Parents/Carers

On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to RSE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we establish open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum, reinforcing this dual responsibility for PSHE learning.

We do our best to find out any religious or cultural views parents/carers may have, which may affect the Sex Education they wish to be given to their children, and we always carefully consider any request that compromises our Equalities policy.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

1. By making our commitment clear in the policy.
2. By sharing the curriculum and expected timelines at the start, and throughout the academic year so parents/carers are aware of when their child will be taught about certain topics.
3. By inviting parents/carers to an annual meeting to discuss Relationships, Sex and Health Education in the school. During this meeting, there are opportunities for parents/carers to review curriculum content and resources, including any used by external partners and to address any questions or issues they have. It is also made clear about their parental right to withdraw their child from non-statutory lesson(s) and exactly what these lessons are when they are taught (*see section 9.4*)
4. Parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.

8.2 Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from all or some of Sex Education. As such, parents/carers are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education lessons that we deliver within statutory RSE, but not from those lessons which fall under the statutory science, relationships or health education curriculum (refer to section 8.1).

The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents/carers being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Assistant Headteacher in charge of PSHE, and with the young person if appropriate. They should complete and return the 'right to withdraw' form found in Appendix 2. Alternative work will be given to students who are withdrawn from sex education.

To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep young people safe.

8.3 Supporting Students withdrawn from Sex Education

Alternative work will be given to students who are withdrawn from sex education. We encourage curiosity in young people as it is an important part of their learning, and we recognise that students who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other students, the internet or social media, which might provide inaccurate information or misinformation.

9. Principles for the Safe and Effective Delivery of PSHE

9.1 Creating a Safe and Supportive Learning Environment

PSHE often works within students' real life experiences, addressing a wide range of personal, social, emotional, and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules. These ground rules are referred to during PSHE lessons. This helps secure an atmosphere within which students feel able to discuss ideas, share feelings, raise concerns, explore sensitive or challenging issues.

9.2 Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example students may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance 'Keeping Children Safe in Education' 2026, to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to students, and that the students themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests will be maintained. Students will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults, and are provided with support to do so.

9.3 A skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD) opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses, 1:1 mentoring and support and dedicated time in pastoral meetings. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

9.4 Participative and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging students with the wide range of personal, social, emotional and health related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage students including, for example through structured or open discussion, games, role-play, group debates, use of technology for mock interviews, blogs, alongside pupil presentations, the use of literature and visits by theatre groups.

9.5 Choosing Resources

Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, and accessible for all students. We take into account how the language, cultural attitudes and images within our resources are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

9.6 External Organisations and Partners

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

9.7 Responding to All Students' Questions

We will ensure to respond to all students' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those students who have been withdrawn (see section 9.5) they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

9.8 Meeting the Needs of SEND Learners

PSHE lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

10. Equality, Diversity and Inclusion

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all students grasp the concept of protected characteristics as directed under British law, in an age-appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We also promote British values within our whole school aims and values.

Fundamental British Values

- **Democracy:** The right to vote and influence decision-making through peaceful participation.
- **The Rule of Law:** The principle that all people and institutions are subject to fair, equal, and publicly held laws.
- **Individual Liberty:** The freedom of every citizen to make their own choices and express themselves safely within the law.
- **Mutual Respect and Tolerance:** The acceptance and understanding that people have different faiths, beliefs, or no beliefs, and should not face discrimination.

The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. Within the RSE elements of our programme, young people are supported and guided in life long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents/carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, religion or not of, belief, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

11. Impact: Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- ensuring the policy and programmes are implemented as agreed
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, student work scrutiny.
- ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments, and ongoing formative assessment, to measure student progress.
- the use of annual surveys and consultation processes to gather the views of students, staff and parents/carers and inform the continuing development of our PSHE programme. The parental survey is a wide ranging one whereas the staff and student surveys are specific to PSHE.

12. Disseminating and Reviewing the PSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers and partners on request.

The policy will be reviewed at least every two years by the governors, senior leadership team and PSHE lead, informed by feedback gathered from the students, parents/carers and partners.

Appendix 1 – Curriculum Map Y7-11

Year 7	
Half Term (HT)	
HT1	Emotional wellbeing: managing change and transition This unit helps students transition to secondary school, set learning goals and develop their social and emotional skills. Students will look at what skills are necessary to thrive in secondary schools and set goals for the academic year. They will develop their understanding from primary school about how to manage their emotions and reactions to particular situations.
HT2	Friendship and Bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to incidents of bullying.
HT3	Families and changing relationships This unit covers the role of families, including caring for each other in changing circumstances such as divorce, separation or bereavement.
HT4	Puberty and keeping safe This unit revisits learning from KS2 about puberty. It then focuses on specific learning about testicular and vulval health as well as how to identify and report abuse. This includes a session on FGM.
HT5	Influences on relationships This unit helps students to consider influences on their expectations and attitudes towards relationships, including online and media influences.
HT6	Financial decisions This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.

Year 8	
Half Term (HT)	
HT1	Health and Wellbeing In this unit, students develop decision making skill that support a healthy life style and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.
HT2	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water and in relation to alcohol and other drugs, including prescription and over the counter medicines.
HT3	Belonging and Community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.
HT4	The Online World This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.
HT5	Healthy and unhealthy relationships This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support
HT6	Managing money This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.

Year 9	
Half Term (HT)	
HT1	Mental Health and Wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.
HT2	Careers and future choices This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.
HT3	Drug education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.
HT4	Managing risk in relation to the law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.
HT5	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.
HT6	Navigating Online Harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.

Year 10	
Half Term (HT)	Topic Area / Focus
HT1	Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.
HT2	Drugs and personal safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support
HT3	Study, work and careers This unit explores career choices and pathways, work experience, and applications for study or work
HT4	Navigating the online world: This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.
HT5	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.
HT6	Exploring consent and recognising abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.

Year 11	
Half Term (HT)	Topic Area / Focus
HT1	Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.
HT2	Managing influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour
HT3	Safe relationships and sexual health This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.
HT4	Families, fertility and pregnancy This unit explores family life, including managing conflict and breakups and make informed decisions about sexual health. relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.
HT5	Online financial harms This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.
HT6	

Appendix 2 – Withdrawal Form

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	