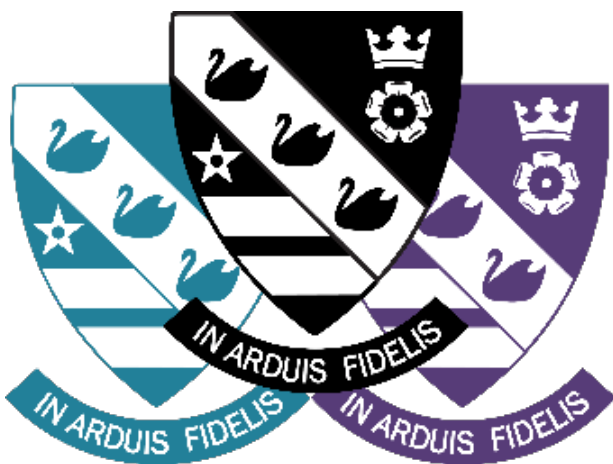


SELBY HIGH SCHOOL

SPECIALIST SCHOOL FOR THE ARTS AND SCIENCE

Relationships, Sex, and Health Education Policy



Ratified by the Governing Body

Date September, 2026

Signed Andy Reed

Chairperson Andy Reed

Renewal September, 2028

Embracing
diversity

Unlocking
potential

Inspiring learning

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Introduction and Definitions of Relationships, Sex, and Health Education (RSHE)

This policy was originally developed in response to the DfE's Relationships and Sex Education (RSE) and Health Education statutory guidance (2019). In July 2025, the DfE released updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education which come into force from September 2026.

Following initial publication of the guidance in 2019, a comprehensive audit was carried out to assess the delivery and scope of Relationships and Sex Education in school to develop the curriculum. This curriculum has since been continually monitored and reviewed in the light of additional guidance from North Yorkshire Council, OFSTED's report into Sexual Abuse in Schools, and feedback from key stakeholders including parents, carers, guardians, students, staff and governors. Further comprehensive audits have taken place to ensure that the taught curriculum from September 2026 will reflect the new statutory guidance.

The RSHE policy will be available to view on the school website, alongside the DfE's Relationship and Sex Education and Health Education statutory guidance (2025). Parents, carers and guardians will be contacted to draw their attention to the published policy on an annual basis.

Throughout the lifetime of this policy, all curriculum materials, including those from external providers, are available for parents to view upon request, and no third-party content is hidden by non-disclosure agreements.

When new guidance is published by DfE, based on reviews every three years; this policy and the curriculum will be updated to take account of any changes required.

During the lifetime of this policy, new content including teaching materials may be needed in order to meet emerging needs. Where this is the case, parents, carers, and guardians will be informed before any significantly changed materials are taught to students.

For the purposes of this policy document and the associated curriculum, sex education is defined as:

- High quality instruction, gradually developing knowledge, understanding, and skills in a broad range of topic areas relating to sex and human sexuality.
- Exploring values and beliefs about those topics and gaining the skills needed to navigate relationships and manage one's own sexual health.
- Learning about the cognitive, emotional, social, interactive, and physical aspects of sexuality in a way that is developmentally appropriate.
- Gradually equipping and empowering young people with information, skills and positive values to understand and enjoy their sexuality, have safe, consensual, and fulfilling relationships, taking responsibility for their own and others' sexual health & well-being.
- Being inclusive of all protected characteristics under the Equality Act (2010), including the diverse range of ways in which people identify themselves and their sexual orientation and the differences in sexual health needs associated with these.

In short, 'sex education' includes any and all lessons, content and teaching that discusses the act of sexual intercourse, other forms of sexual activity, the range and efficacies of different methods of contraception and protection. By contrast, relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe. For

example, in a lesson which aims to give students key knowledge and skills to identify harmful behaviours in a relationship it may be necessary to mention sexual abuse alongside a range of other, non-sexual, harmful behaviours.

Aims of the RSHE Curriculum

The aim of RSHE is to provide balanced, factual information about nurturing relationships of all kinds for all young people - including, but not limited to: friendships, work, familial and intimate relationships.

In doing so, the curriculum will provide students with the knowledge, understanding and skills to identify elements of healthy, unhealthy and abusive relationships including types of acceptable and unacceptable behaviour; recognise the signs and symptoms of coercive control, domestic abuse and peer-on-peer abuse; and consider the lasting impact these can have on an individual's well-being; identify characteristics which make a good friend, colleague, parent or romantic partner. It will also explore the effects that developing and maintaining positive relationships can have on emotional and mental well-being; and describe different long-term and committed relationships including marriage and civil partnerships.

While developing this knowledge and understanding of different aspects of relationships, students will also, at an age-appropriate point in their time at Selby High School, engage with information in relation to developing an intimate relationship; understand the central importance of consent to sex and sexual activity; equip students with knowledge and skills to make informed and ethical decisions, and learn about contraception, risks associated with sex, and ways to mitigate these.

In RSHE, consent forms a 'Golden Thread' through all discussions around sex and sexual activity flowing from a core understanding, taught at age-appropriate points in the curriculum, of: what consent means in a general and non-sexual sense, what it means in the context of sex and sexual activity including when people **cannot** give consent, that kindness and care for others requires more than just consent and that ethical behaviour goes beyond simply respecting boundaries, the law relating to consent to sexual activity including the age of consent, the impact of alcohol and drugs on consent, discussion of violations of consent (sexual harassment, sexual misconduct, sexual assault and rape), consent as it relates to online spaces and the law surrounding this.

In making consent such a core part of the curriculum approach, we aim to enable young people to develop their confidence and self-esteem in dealing with the issues raised in order to develop safe and healthy relationships at the appropriate times in their lives.

The RSHE curriculum will be underpinned by the knowledge that students gain at primary school in order to continue the development of positive character traits and personal attributes including understanding self-respect, self-esteem and self-worth. It will also encompass other risk-taking behaviours that can have a profound effect on the individual and their relationships such as the use of alcohol and drugs, peer pressure, and anti-social behaviour.

Students will be taught the facts and the law, including around the protected characteristics, in relation to the RSHE curriculum, including; biological sex and gender reassignment (as per the Equality Act (2010)) , sexual health, sexuality, gender and gender identity. This includes the provision that 'gender' and 'gender identity' are contested concepts and as such teaching will ensure a range of perspectives are explored without presenting contested theories of gender identity as fact. This learning will be embedded in a timely and age-appropriate way, with a holistic approach throughout the curriculum.

RSHE also aims to provide students with the knowledge around grooming, sexual exploitation and domestic abuse, including the behaviours that coincide with this. It will also address female genital mutilation (FGM), hymenoplasty and virginity testing and the relevant issues in relation to these .

Issues around internet safety which relate to Relationships, Sex and Health Education will be addressed throughout the curriculum including: recognising risk, harmful content, how to report issues and general rules and principles for keeping safe online. This will also include a specific focus on 'sextortion', online financial scams, the harmful influence of online misogynistic subcultures, AI-generated risks such as deepfakes, and the use of personal data.

The curriculum is kept under review and is updated accordingly in line with KCSiE (Keeping Children Safe in Education) and the school's own understanding of contextual safeguarding issues.

It is recognised that parents/carers and guardians are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers, guardians and students, by consulting them about the content of programmes. We also recognise that the wider community has much to offer, and as such we will work in partnership with health professionals, social workers, peer educators and other mentors or advisers as appropriate.

For a curriculum overview of all the issues covered please refer to Appendix 1.

Child-on-Child Abuse and Sexual Violence and Sexual Harrassment in Schools

The OFSTED report into Sexual Abuse in Schools (2021) revealed widespread incidents of inappropriate sexual language and behaviour in schools across the country. Selby High School recognises that the Relationships, Sex and Health Education Policy is absolutely key to educating our young people around appropriate behaviours towards each other, both in school and in the wider community. In line with government guidance, our curriculum includes age-appropriate topics focused on sexual harassment and sexual violence, including online and in person.

Selby High School also has strong mechanisms for reporting any form of inappropriate sexual language, harassment or abuse. Students are regularly reminded using a variety of forums including, but not limited to assemblies, Diversity Days, and Life Development lessons:

- What sexual harassment, sexual assault, inappropriate sexualised language entails
- That they should report any instances of the above
- How they should report instances that take place in school
- How they could report instances that take place outside of school
- That if they experience any of these behaviours, they are not to blame

In addition to frequent signposting to speak to individual and appropriate members of staff, there is a reporting button on Ready Steady Learn and the school website for students to report instances of sexual harassment. Staff routinely report any instances that they are aware of via the relevant category on Arbor. The information collected is used to help develop the RSHE curriculum, and to identify patterns and intervene early to prevent abuse.

Other relevant policies are The Child Protection Policy, The Positive Behaviour for Learning Policy and The Anti-Bullying Policy.

Equality and Inclusion

Selby High School complies with the relevant requirements of the Equality Act (2010). Under the provisions of the Equality Act, schools must not unlawfully discriminate against students on the basis 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).

In line with the act, Selby High School considers the make-up of the student body, including the gender and age range of our students, considering whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics, including and especially where their protected characteristics may mean that they are potentially more vulnerable than their peers.

We actively foster healthy and respectful peer-to-peer communication and behaviour between all students, providing an environment which challenges perceived limits on students based on their gender or any other characteristic, including through subject teaching and as part of a whole-school approach. Staff are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

SEMH Strategy

We recognise that many of the issues that are explored as part of Relationship and Sex Education can have an impact on the wellbeing and mental health of members of our school community. This policy has been developed in line with our overall Wellbeing Strategy.

Provisions to balance the need to educate and teach certain topics with the potential impact on social, emotional and mental health include but are not limited to:

- Lesson resources for sensitive topics include signposting to both in-school support and outside agencies.
- Content notes are included for topics or resources of a particularly sensitive nature.
- The Director, Values Curriculum liaises regularly with the Pastoral and Safeguarding Teams to ensure that potential issues that impact SEMH of students are addressed.
- Relevant information is shared with classroom teachers.

Students with Special Needs

Relationships, Sex and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities.

At Selby High School we aim to provide high-quality teaching that is adapted, where appropriate and necessary, to the needs of all students to ensure accessibility while meeting the overall aims and outcomes of Relationships, Sex, and Health Education.

In pursuit of this aim:

- We remain mindful of the preparation for adulthood outcomes, as set out in the SEND Code of Practice, when planning, preparing, teaching and assessing subjects to those with SEND.
- The Director, Values Curriculum liaises regularly with the SENCO in addition to the Safeguarding Team to ensure that potential issues that impact SEND of students are addressed

LGBTQIA+ Identities, Expressions and Orientations

We aim to deal sensitively and honestly with issues of sexual and gender identities, expressions and

orientations, answering appropriate questions and offering support to students as and when necessary.

Young people, whatever their developing sexuality, need to feel that Relationships, Sex and Health Education is relevant to them.

In pursuit of this aim:

- Lessons specifically about minority and marginalised groups including those related to sexuality and biological sex, and gender identity are included in the curriculum.
- Lesson materials are planned to include reference to a range of relationships and orientations. For example, lessons on families and family types would discuss same-sex families and parents.
- Discussion of topics such as coercive control, domestic abuse, sexual harassment and sexual assault recognises that, while some groups - women and girls - are more at risk than others of experiencing these, that men, boys and minority genders can also experience these.
- Discussion of safer sex and contraception relates not only to heterosexual sex.
- Teachers are aware that it is important when teaching RSHE to take the time to explore the spectrum of gender identity for example include trans-, non-binary and gender-neutral identities as well as challenging gender stereotypes.
- Materials used for teaching will not perpetuate stereotypes or encourage students to question their gender and will avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.
- Specifically, trained staff are available to support students experiencing personal issues in relation to sexual identity and/or orientation. The Student Wellbeing Practitioner is the school's designated point of contact for LGBTQIA+-identifying students.
- The Director, Values Curriculum liaises regularly with the Student Wellbeing Practitioner in addition to the Safeguarding Team to ensure that potential issues that impact LGBTQIA+ students are addressed.

Working with Parent / Carers

Teachers have a responsibility to ensure the safety and welfare of students and parents / carers / guardians need to be assured that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE. Parents, carers and guardians are welcome to view resources and discuss the RSHE programme with The Director, Values Curriculum and/or other appropriate teachers should they wish to do so.

The school aims to work in active partnership with families, value their views and keep them informed of RSHE provision and developments. If any parents, carers or guardians have a concern about the RSHE provision then time will be taken to address their concerns.

Families will also be signposted where appropriate to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Right to be Withdrawn from Sex Education

Parents, carers and guardians have the right to withdraw their children from all or part of the sex education curriculum, delivered as part of statutory RSHE up to 3 terms before their child's 16th birthday. However, this right to withdraw does not include those parts included in the statutory National Curriculum (i.e. in Science lessons), or lessons which are focused on other types of relationships. Parents, carers and guardians

who wish to withdraw their children from the RSHE programme should make this request in writing to the Principal.

The Principal or another senior member of staff, will meet with the parents, carers and guardians to discuss the curriculum, and ascertain which aspects are not appropriate for the family. This meeting will give the school the opportunity to put forward the benefits of the relationships and sex curriculum and to highlight the potential detrimental effects of not partaking in parts of the curriculum, as well as understanding the views of the family.

In line with the 2025 statutory guidance, this is legal provision made for a principal to refuse a withdrawal request in exceptional circumstances. If this were to be the case, this decision would be clearly communicated to parents along with an explanation detailing the grounds for the refusal.

The school will ensure that appropriate, purposeful work is provided for students who have been withdrawn from Sex Education lessons.

Please note, there is no right to withdraw from Relationships or Health Education.

The school will, in most circumstances, honour 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 school will make arrangements to provide the child with sex education during one of those terms.

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

Outline of Teaching and Delivery

Teaching

Much of the Relationships and Sex Education at Selby High School takes place within the Values Curriculum, primarily via Life Development lessons and Diversity Days. Teachers deliver the Values Curriculum with, on occasions, support from Health Care Professionals where available/appropriate. RSHE lessons are set within the wider context of the Life Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included, adding to the aspects covered in the science curriculum.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a health professional.

More expert or specialist teachers will support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the Director, Values Curriculum who will help with planning or delivery of lessons if required.

Delivery

Year 7 Life Development – RSHE is delivered in year 7. Towards the start of the school year, this includes exploring issues around risk, including peer pressure, alcohol and drugs and online safety including the use of age-appropriate websites and the law around inappropriate images. These sessions are set within the context of a unit of study of personal health and well-being and include an exploration of how each theme can relate to RSHE in an age-appropriate way. Later on in year 7 students also explore the physical and emotional changes during puberty, the importance of personal hygiene and being healthy with a focus on their own bodies. These sessions set the context for a unit of sex education lessons exploring myths, facts, and the law around sex, as well as rights and responsibilities. The topic of consent is covered during these sessions in an age-appropriate way.

Year 8 Life Development – RSHE is delivered throughout the year 8 programme of study encompassing both timetabled lessons and Diversity Days. This includes exploring issues of different aspects of identity (ethnicity, gender, religion, and sexual orientation) and bullying related to these protected characteristics, sessions of personal health and wellbeing including developing strategies to recognise and regulate emotional states such as worry and anxiety, self-harm, eating disorders and healthy eating on a budget. A further unit on physical health and well-being examines issues around drugs (including nicotine, vaping emerging drugs and synthetic cannabinoids), gambling, body care, health checks, tattoos and piercings and basic first aid. Later in the academic year, focus shifts to exploring positive relationships with a focus on friends and family and the development of staying safe online including legal implications of social media and the relationships that can develop via social media, sexuality and sexual orientation, marriage and other long-term relationships.

Year 9 Life Development – During Year 9, students explore a dedicated unit of RSHE including close relationships, similarities and differences with other types of relationships, elements of healthy and unhealthy relationships (including coercive and controlling behaviours and domestic abuse), consent and pressure- and strategies for dealing with this. These lessons set the context for dedicated sessions of sex education on sexual relationships, contraception, sexually transmitted infections and sexual health. These units also aim to provide adequate signposting for students in relation to where and how to access further help and guidance where required. In addition to this specific RSHE-focussed unit of work, students will also have lessons on aspects of personal health and well-being related to becoming an adult (including Gillick competence), developing strategies to recognise and regulate emotional states such as anger, fear, stress, and anxiety, and elements of drugs education related to the wider social implications of drugs and substance misuse.

Year 10 Life Development - A range of comprehensive units explore both Personal Health and Wellbeing and RSHE including building confidence and self-esteem, signs, symptoms and signposting related to different mental health pathologies e.g. depression, self-image and the media portrayal of expectations of men and women, healthy relationships including abuse and exploitation, consent and the law, assumptions and coercion in relationships, contraception, pregnancy, abortion and adoption and healthy relationships including abuse and exploitation. These units also aim to provide adequate signposting for students in relation to where and how to access further help and guidance where required. In addition, issues promoting health and wellbeing, risk and self-confidence are also delivered via the Diversity Day programme.

Year 11 Life Development - In Life Development lessons, Year 11 students explore a range of issues including body image and body-shaming, forced marriage and marriage legalities, parenting (including LGBTQIA+ families), child sexual exploitation (CSE) with specific links issues surrounding the availability of pornographic media – this is delivered sensitively and in an age appropriate way – safe sex and pregnancy and women's rights.

Science

The Science National Curriculum is delivered by staff in the science department. At KS3 the physical aspects of development and reproduction from a biological point of view are covered although the importance of relationships is not forgotten and may be discussed if student questions give rise to it. At KS4 health, disease and the development of medicines is covered in science, which includes communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). In addition, hormones in human reproduction, including hormonal methods of contraception are also covered, (whilst non hormonal methods of contraception are not directly covered in science these may come up in discussion surrounding transmission of infection). For further information on this aspect of RSHE the Curriculum Area Leader for Science should be contacted.

KS3 Science – The main focus is for Year 7 students exploring: Puberty, menstrual cycles, reproduction, pregnancy and labour.

KS4 Science – This aims to cover health, disease and the development of medicines which includes communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). In addition, hormones in human reproduction, including hormonal methods of contraception are also covered.

Whole School

It is important to note that in addition to dedicated timetabled lessons, RSHE is also supported via the assembly program and through Personal Development time. Further curriculum information can also be sought via the Values Curriculum Overview. To explore the whole school approach to delivering RSHE and the cross curricular opportunities this provides, please refer to the curriculum overview for Life Development on the school website.

Assessment

RSHE is not currently an examined subject in Selby High School. However, assessment of students' knowledge, understanding and skills is undertaken regularly to identify any misconceptions. This involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. It is considered as an integral part of the teaching and learning process.

Roles and Responsibilities

The Governing Body

- The governing body has the responsibility to ensure that a policy, in line with relevant dfe guidelines is in place and regularly reviewed, ensuring compliance with statutory guidance.

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Principal's responsibilities in respect of RSHE are to:

- Work with governors to ensure compliance with the statutory guidance.
- Liaise with the Director, Values Curriculum, to ensure the effective delivery of the RSHE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues and progress around RSHE issues.
- Act upon any concerns which may arise from students' disclosures during RSHE sessions.
- Monitor staff training requirements in relation to effective teaching and learning of RSHE.

- Ensure parents/ carers are informed when their children will be taught RSHE to support a partnership approach but also that they do have the right to withdraw their child from any sex education that is not part of the National Curriculum Science programme.

The Director, Values Curriculum

The school has a Director, Values Curriculum who is responsible for all aspects of the subject including RSHE. In respect of RSHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSHE schemes of work as part of the overall Life Development planned programme.
- Ensure that all staff are confident in the skills to teach and discuss RSHE issues as trained, confident and competent staff are essential to raise standards in RSHE.
- Consider the needs of all students, and in achieving this, recognise that the school might need to address some specific issues.
- Consult with students to inform provision around RSHE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning.
- Access appropriate training.
- Monitor and advise on RSHE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSHE.
- Liaise with any service provision to support aspects of sexual health.
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials.
- Ensure parents/carers are informed when their children will be taught RSHE to support a partnership approach but also that they do have the right to withdraw their child from any sex education that is not part of the National Curriculum Science programme.

Working with External Agencies

At Selby High School we recognise the importance of working with external agencies to assist us in delivering a broad and balanced curriculum, using expert input where it is available and relevant. As such, external agencies may, from time to time, support the delivery of RSHE. It is the responsibility of the Director, Values Curriculum, to liaise with external agencies to ensure that the input of the external agency is clearly planned to fit into the school's RSHE programme and that it is monitored and evaluated, and that the materials used during delivery by external providers is vetted for accuracy, age-appropriateness, and lack of bias before any delivery takes place

Confidentiality and Controversial and Sensitive Issues

RSHE can be a sensitive issue. To protect privacy and engender respect for all, teachers will develop ground rules with students at the onset of work. This will include information on confidentiality and information will be given on where students can get help on personal concerns both inside and outside school. Students should be informed about the remit of confidentiality and that teachers cannot offer or guarantee students unconditional confidentiality. Distancing techniques will be used throughout lessons as appropriate and all teachers will use question boxes (or similar techniques) to allow students the opportunity to ask further questions anonymously.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances or

beyond the scope of the curriculum, teachers will deal with this outside of the lesson but a holding statement will be used. For example, a teacher might say: 'that is a really interesting question and I need time to think because I want to give you a really good answer'; this then allows the teacher to follow a number of options. These include: further questioning of the student with another member of staff present asking them for interpretation of the question they asked; time to consult with colleagues to construct an appropriate answer, or liaise with the student's family, and obtain information about where to get further help; or, if the matter is considered a potential safeguarding issue, the staff member responsible for this will be notified. This approach focuses on supporting the child and may include signposting to parents, carers, guardians, other trusted adults or support services.

Staff must follow the school's Child Protection Policy and procedures and must report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection.

Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be, wherever possible, persuaded to talk to their parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead under the school's procedures.
- the young person will be properly *counselled about contraception, including precise information about where young people can access contraception and advice services.

**A teacher may discuss general issues relating to contraception and sexual health but as teachers are not health professionals they should not give individual advice on which method of contraception to use. They may, however, provide information about local services and may give individual students information about an appropriate health professional or clinic (even if the student has been withdrawn from sex education lessons by their parents). However, sexual health advice services should only be provided by health professionals.*

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's overarching confidentiality process.

Please refer to the following school policies for further information.

- Values Curriculum
- Drugs Policy
- Anti-bullying
- Child Protection

Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Director, Values Curriculum to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. This will be done in consultation with members of the Senior Leadership Team.

The Full Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy, on a bi-annual basis.

OFSTED is required to evaluate and report on the Personal Development of students. This includes evaluating and commenting on the school's Relationships and Sex education policy, and on support and staff development, training and delivery.

Complaints

Parent/carer/guardian or public complaints about a school's relationships and sex education provision should be addressed through the school's complaints procedure. The schools complaints policy is available from the school website: www.selby-high.org.uk/Policies/

Appendix 1

By the end of secondary school

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	Students should know: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

	6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	Students should know: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented,

	and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	Students should know: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

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Intimate and sexual relationships, including sexual health	Students should know: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Secondary health and wellbeing curriculum content Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing	Students should know: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
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	4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing Online	Students should know: 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical health and fitness	Students should know: 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress.

	4. The science relating to blood, organ and stem cell donation.
Healthy eating	Students should know: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Students should know: 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	Students should know: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the

	role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	Students should know: 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	Students should know: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	Students should know: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.