



# MARITIME ACADEMY

## PSHE AND RSHE POLICY

2025-2026

**Maritime Academy**

Part of the Thinking Schools Academy Trust

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THINKING SCHOOLS  
ACADEMY TRUST

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STRENGTH - PRIDE - UNITY



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## Introduction

Maritime Academy believes that Relationships, Sex and Health Education is the lifelong learning about moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. We define 'relationships, sex and health education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, as well as general health and wellbeing. The aim is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and general wellbeing. It is not about the promotion of sexual orientation or sexual activity.

We have a duty under the Equality Act (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive sex and relationships education fosters good relations between students, tackles all types of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education is delivered within the vision and values of Maritime Academy.

## Aims and objectives of Relationships, Sex and Health Education

At Maritime, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

We use it to ensure our curriculum is progressive and to meet the requirements of the DfE's guidance on Relationship, Sex and Health Education. Our PSHE curriculum builds on the knowledge and understanding what children will have gained in primary school.

It is important to us at Maritime that our PSHE and RSHE curriculum:

- Provides a framework in which sensitive discussions can take place
- Creates a positive culture around the issues of sexuality and relationships
- Prepares students with and understanding of puberty and sexual development



- Prepares students with an understanding of the importance of health and hygiene
- Establishes a sense of self-respect, confidence and empathy amongst our student community
- Teaches our students the correct terminology and vocabulary to describe themselves and their bodies

**1. To develop a healthy lifestyle and keep themselves and others safe. The objective of this aim is to understand:**

- The physical and emotional changes that take place at puberty
- How to keep healthy, and what influences there are on health
- That positive relationships and balancing work and leisure affects mental health
- Human reproduction, contraception, sexually transmitted infections, HIV, and high-risk behaviours
- What is a risk, and how to make safer choices through relevant information
- Some ways of resisting pressure that threatens their own safety
- The health risks associated with early sexual activity and pregnancy and about safer practices
- How different forms of contraception work and where to seek advice in order to inform future choices
- To seek professional advice confidently and find information related to health.

**2. To develop effective and fulfilling relationships and learn to respect differences. The objective of this aim is to understand or develop:**

- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- The role and feelings of parents and carers and the value of family life
- The value of negotiation within relationships and that personal action have consequences and may involve compromise
- Communication skills with peers and adults
- The diversity of different ethnic groups, the power of prejudice and to be aware of exploitation in relationships.

**3. To develop self-esteem, confidence, independence and responsibility; and make the most of their abilities. The objective of this aim is to be able to:**

- Recognise and manage influences, pressures and sources of help
- Consider long and short-term consequences when making decisions about personal health
- Use assertiveness skills to counter unhelpful pressure.

**4. Understand how to discuss topics of a sensitive nature. The objective of this aim is to be able to:**



- Consider variety of topics and discuss them sensitively
- Promote a culture of openness, where students communicate effectively when discussing difficult or challenging topics

**5. Be safe in a supportive learning environment where our culture and ethos is built on positivity and respect. The objective of this aim is to:**

- Introduce different family and relationship arrangements
- Respectful awareness of differences in sexuality, gender, LGBTQI+ etc.

This also supports the “Personal Development” and “Behaviour and Attitudes” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

## Statutory RSE and Health Education

As a secondary Academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we’re required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships and Sex Education compulsory for all pupils receiving secondary education**.

*DfE Guidance p.8.*



“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*DfE Guidance p.11.*

Here, at Maritime Academy we value PSHE as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them to have Strength of character and to have pride in the decisions and personal conduct.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.



To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum.

## What do we teach when and who teaches it?

RSE is taught within the PSHE lessons and uses the Jigsaw framework. Some concepts and learning aspects are delivered within the Science and RE curriculum.

## Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss



<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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These puzzles (units) of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At Maritime Academy, we allocate one period a week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward system,
- Learning Charter,
- Through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors deliver the weekly lessons
- Each lesson has a one-hour timetabled slot each week.

## Relationships and Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It will enable them to know what a healthy relationship looks like including consent, contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Our PSHE programme will teach what is acceptable and unacceptable behaviour in relationships.

Effective RSE also supports our young people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.



By embedding the Jigsaw PSHE programme within our curriculum, we know that it provides clear progression from what is taught in our primary schools. It will build upon their prior learning and broaden their knowledge and understanding of different aspects

## **The Sex Education Forum offers the following definitions:**

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

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

*Sex Education Forum, 2020*

### ***What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?***

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35.*

### ***What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?***



Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, 'Jigsaw 11-16 and Statutory RSE and Health Education'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page29.*

At the Maritime Academy we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education. shows which lessons cover which aspects of the DfE outcomes.



## Parents' right to request their child be withdrawn from Sex

### Education

Parents have the right to withdraw their children from the non-statutory components of sex education within PSHE and RSHE up to and until 3 terms before the child's 16th birthday. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 2** of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher, or a member of the Senior Leadership Team, will discuss the request with parents and take appropriate action.

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

### Training

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

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE and RSHE.

### Monitoring and Review

The Academy Advisory Board (AAB) monitors this policy on an annual basis. The AAB reports its findings and recommendations to the Regional Governing Body, as necessary. When the policy needs modification, this will be ratified by the RGB.

The delivery of RSE is monitored by the Assistant Principle and/or Subject Lead through:

- Learning walks
- Book scrutiny's
- Staff meetings
- Student voice
- Monitoring of planning
- Assessment and reviews

Students' development in PSHE and RSHE is monitored by class teachers as part of our internal assessment systems.



## Equality, SEND and Inclusivity

The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the Maritime when we teach our pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

At Maritime Academy we promote respect for all and value every individual student.

We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils’ experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that’s appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to adaptations needed

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)



- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## External organisations and resources

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:



Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## Roles and responsibilities



## **The Headteacher**

The Headteacher is responsible for ensuring that PSHE and RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of PSHE and RSHE (see section 9).

## **Staff**

- Staff are responsible for:
- Delivering PSHE and RSHE in a sensitive way
- Modelling positive attitudes to PSHE and RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PSHE and RSHE. Staff who have concerns about teaching these subjects or any specific topics are encouraged to discuss this with the headteacher.

## **Students**

Students are expected to engage fully in PSHE and RSHE and, when discussing issues related to PSHE and RSHE, treat others with respect and sensitivity.



## Appendix 1 – Jigsaw PSHE

Jigsaw PSHE 11-16 (second edition, published 2020) is completely compliant with DfE statutory RSHE requirements for England (published 2019, updated 2021).

The grid below shows which Jigsaw lessons (shown by the numbers) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.



### Snapshot Overview: Jigsaw PSHE 11-16

Summary of subject content in each Puzzle (unit)

December 2025

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>persona</i> /beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

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<b>14+</b>	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
<b>15+</b>	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	N/A	Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	N/A



## Appendix 2 – Letter to withdraw

### Parent and Carer Form Withdrawal from Sex Education within RSE

#### TO BE COMPLETED BY PARENTS/CARERS

<b>Name of child</b>	
<b>Tutor Group</b>	
<b>Name of Parent/Carer</b>	
<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>	
<b>Any other information you would like the school to consider</b>	
<b>Parent/Carer signature</b>	
<b>Parent/Carer contact details</b>	<b>Phone number:</b>  <b>Email address:</b>