



Edgeborough

CHARTERHOUSE FAMILY OF SCHOOLS

Relationship and Sex Education Policy

(including EYFS and Boarding)

Contents

Introduction	3
Definitions	4
Importance of RSHE.....	4
Links to statutory guidance and regulatory framework.....	5
Statement of aims for RSE	6
Statement of values for RSE	6
Inclusive Approach to RSE	6
Parents and RSE.....	7
Parents' Right to Withdraw	8
RSE Subject Content and Teaching.....	8
Science Curriculum and RSE.....	9
PHSE and RSE	10
Policy Review Process.....	10
Relationships Education, Primary (YR-6).....	11
Relationships Education, Secondary (Y7&8).....	12
Managing Difficult Questions.....	13
Monitoring Provision of RSE.....	13
Appendix One: RSE Curriculum Overview	14

Introduction

From April 2021, the School has a statutory requirement to provide Relationships and Sex Education (RSE) to children aged up to 16. The school believes that effective relationships education and sex education are essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build self-efficacy.

Since September 2020, the School has engaged in a comprehensive programme of consultation with parents, pupils and staff to ensure that its Relationships, Sex and Health Education (RSE) provision meets statutory requirements, reflects current safeguarding priorities and supports the needs, wellbeing and development of all pupils. In line with Department for Education guidance, the School remains committed to working in partnership with parents and maintaining openness and transparency regarding RSE provision. Feedback from pupils, staff and parents continues to inform curriculum planning, implementation and review, ensuring that the programme remains age-appropriate, evidence-informed and responsive to emerging needs. The RSE policy and curriculum are reviewed regularly, with consultation involving staff and pupil representatives.

The RSE curriculum is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships.

Effective relationships and sex education is essential if young people are to make responsible and well-informed decisions about their lives. The objective of sex and relationships education is to help and support young people through their physical, emotional and moral development. It will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

"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." Secretary of State 2019.

The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. The content supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character which we know are fundamental to pupils being happy, successful and productive members of society.

Definitions

RSE means learning about the emotional, social and physical aspects of growing up, relationships, sex, and human sexuality. The programme seeks to enable pupils to know and understand information and to provide them with the skills and strategies to have a safe and fulfilling life and relationships. RSE is not about promoting sexual activity.

There are three main elements:

Attitudes and values

- Recognition of the value of different types of family life, marriage, stable and loving relationships
- The nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

Personal and social skills

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- Managing conflict

Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction

We believe that enabling our pupils to embody our values of adventure, responsibility and kindness supports all aspects of their spiritual, moral, social and personal development, including their relationships and sex education. There is a strong focus on staff educating pupils, as well as pupils supporting each other, to respect and value individuals, particularly in relation to protected characteristics. The School's values which inform RSE are reinforced through the rewards and behaviour management systems which seek to ensure that pupils' relationships are safe and healthy.

Importance of RSHE

Children learn about sex and relationships from a young age. Some of the things they learn are incorrect, confusing and frightening. Effective RSHE does not encourage early sexual experimentation, rather it enables children to mature, build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready. All of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Links to statutory guidance and regulatory framework

This policy has been created to meet the School's responsibilities under:

- 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, which make RSE compulsory for all pupils receiving secondary education and includes all pupils at Edgeborough. Most recently updated for September 2026. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Children and Social work Act 2017
- Boarding Schools; national minimum standards (DfE) May 2026
- Education (Independent School Standards) Regulations 2015
- Children and Families Act 2014
- Equality Act 2010
- Education and Skills Act 2008 Education Act 2002
- Children Act 1989

This policy has regard to the following guidance and advice:

It is based on the statutory guidance from the DfE Relationships education, relationship and sex education and health education (DfE, for introduction 1 September 2026) https://www.gov.uk/government/publications/relationships_education-relationships-and-sex-education-rse-and-health-education

Keeping children safe in education (DfE, September 2026) https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026.pdf

LINKS TO OTHER RELEVANT SCHOOL POLICIES

The Anti-bullying policy, Behaviour policy and Safeguarding policy are all available via our website. The Spiritual, Moral, Social and Cultural (SMSC) policy is available on request to the School. The RSE policy sits alongside the PSHE (ARK) policy.

Statement of aims for RSE

AIMS:

- RSE should be culturally appropriate and inclusive of all children, including those with SEND.
- RSE should be taught age appropriately
- RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.
- RSE should help children understand how to develop nurturing, safe and fulfilling relationships, not just intimate relationships, but friendships, families, in person and online.

Statement of values for RSE

- RSE will reflect the values of the ARK (PSHE) programme.
- RSE will be taught in the context of relationships.
- RSE will promote children's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others at home, school, work and in the community.

Inclusive Approach to RSE

The School will ensure that it considers the makeup of the student body, including gender and the age range, religious and cultural heritage of the pupils and takes this into account in the design and teaching of relationships education and sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

The School will be alive to issues such as sexual violence and sexual harassment, sextortion, sexism, homophobia and stereotypes and will take positive action to build a culture of respect and kindness where such issues will not be tolerated and incidences are identified and tackled. The Head of ARK and Deputy Head, Academic and Deputy Head, Pastoral will work closely together ensuring that the curriculum is in line with the lived experience of pupils in our care.

It is important to us that all members of our community understand the importance of equality and respect of all individuals. We celebrate our diversity and want everyone to feel safe, supported and appropriately informed. Our RSE curriculum is designed to be age and developmentally appropriate and delivered in a sensitive and factual manner. It is also designed with reference to English law and is reviewed with parents and with pupils, representing various age groups and needs, including protected characteristics, and staff with particular knowledge and expertise. We know our pupils well and seek to use this knowledge to tailor our RSE teaching to their needs.

We are mindful of the particular needs of all protected characteristics in RSE and we adopt an intersectional approach, giving pupils the opportunity to learn about and discuss all nine characteristics. We want all our pupils to understand how to seek and give consent and we

address gender-based violence, which national data and our School experience indicates is something experienced by both sexes but most frequently by females.

As part of RSE, pupils learn that sexual orientation and gender reassignment are two protected characteristics. Learning about Lesbian, Gay, Bi-sexual and Trans (LGBTQ+) matters is integrated into our RSE programme so that pupils are able to learn about this area of the curriculum.

All teachers know the additional needs of pupils, which are shared on the School's management information system, iSAMS. This knowledge is combined with specialist teaching by our Biology teachers and small group support by tutors to ensure RSE is personalised and accessible to all pupils. Staff are particularly mindful of the vulnerability to exploitation and bullying of pupils with SEND. Our Head of Learning Support reviews the RSE policy, considering the needs of pupils with SEND.

Our Head of Science reviews the policy and ensures that the Science curriculum contributes appropriately to RSE. We greatly value working with parents to support our pupils with RSE.

Our termly PSHE (ARK) newsletters allow parents to gain up to date information and access updated information about key school policies. This allows the development of a shared understanding and thus aiding communication and support of young people and families. We consulted with parents in the first drafting of this policy and will do so annually by sharing the policy and providing the opportunity for feedback.

Parents and RSE

Parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and experience has told us that building on what pupils learn at home is an important part of delivering a good education. The school's RSE programme aims to complement the role of the parent/carer. National guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education. 2019, updated 2020) advises schools on the themes that should be covered. RSE should support young people through their physical, emotional and moral development in addition to their mental well-being. Parents are consulted on the RSE policy annually and the half termly curriculum is shared via SchoolPost.

Formal RSE will be taught through compulsory science lessons and during ARK (PSHE) lessons. Informally children will learn about RSE through the values and ethos of the school.

The RSE themes and objectives are integrated under the umbrella of the PHSE objectives and shared half termly with parents through the ARK (PHSE) newsletters.

Parents are offered the opportunity to come in to school to view the RSE resources via an email communication annually.

Parents' Right to Withdraw

Appendix one sets out the curriculum map for RSE. The School may vary the timing of the teaching of topics and teachers may address individual questions about sex when asked at any appropriate time. The School considers that the sex education elements of relationships and sex education relate to sexual intercourse.

Along with being consulted on the production and annual review of the RSE policy (see an inclusive approach to RSE above), parents and pupils are encouraged to discuss any queries, suggestions or concerns regarding RSE teaching with the tutor in the first instance. They are assisted in this by the availability of information about what has been taught and what will be taught, including via termly newsletters.

If a pupil, or a parent on behalf of their child, wishes to request being excused from part or all of sex education that forms part of RSE, they may do so by first discussing this informally with their form teacher, who can seek to gain a clear understanding of their wishes and any concerns, and clarify the nature and purpose of the school's RSE curriculum. The right to be excused does not apply to compulsory subjects such as Science.

Having spoken with the form teacher, who may seek support from the Head of ARK, a parent or pupil who wishes to request being fully or partly excused from sex education should then write to the Head. After discussions, with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and except in exceptional circumstances where the School believes it is not in the interest of a child to do so, such a request will be granted. Any pupil excused from sex education will be set appropriate independent work to complete during those sessions.

Records will be made of any communication relating to a request to be excused from sex education and kept in accordance with the School's data protection policy.

RSE Subject Content and Teaching

RSE is taught in the following ways:

- within the personal, social, and health education (PSHE/ARK) curriculum in mixed sex groups, as per all other curriculum subjects
- Biological aspects of RSE are taught within the science curriculum, including as guided by external exam boards
- in single sex groups with a member of the teaching team or wider pastoral, matron team

Such an approach enables RSE to be taught in a timely way, that is both age appropriate and responsive to any issues that may emerge.

The curriculum map for RSE, which shows how teaching is linked, is in appendix one.

Pupils' engagement and understanding of RSE is assessed so that teachers can ensure appropriate learning is taking place. Assessment is primarily via spoken questions and answers and end of unit assessments. The latter is also used as an opportunity to gauge the pupils' perception of the usefulness of the curriculum.

Science is the responsibility of the Head of Science. PSHE is the responsibility of the Head of ARK. All these Heads of Department report to the Deputy Head, Academic.

Alongside the formal teaching of RSE, weekly assemblies, including pupil-led assemblies, are a forum for learning about relationship issues and reinforcing expectations. In addition, the whole school engages in national and international themed events such as Safer Internet Day, Anti-bullying and Diversity weeks, often with pupil leadership. Indeed, pupil voice and leadership play a key role in forming positive relationships.

Specific examples of spiritual, moral, social and cultural activities from 2023-26 include: staff assemblies relating to inclusion; multiple assemblies each term in which the Head reminds pupils of expectations in relation to Kindness, respect for individuals, particularly in relation to protected characteristics, and the consequences of being a perpetrator of disrespect or not being an active bystander; pupil-led assemblies address against bullying, highlighting examples of unacceptable language, such as sexist, homophobic and racist terms; expert visitors to provide an additional and alternative forum to RSE lessons to discuss relationships; forums with alumni speaking about school, university and working life, pupil-led and SLT-endorsed creation of charters for anti-bullying.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationship
- Consent
- Bullying, abuse, discrimination
- Social influences

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances.

We ensure that all pupils receive provision appropriate to their needs, taking specialist advice internally and externally where necessary and taking into account the particular circumstances of individual groups of students as appropriate. RSE is taught in a factual manner. As with all teaching at Edgeborough, teaching of RSE is done in a non-judgmental way and encourages pupils to ask questions in lessons. Concerns raised by pupils in RSE lessons are addressed in accordance with the School's safeguarding policy.

Pupils have numerous sources of support and people they can speak with at School, including their tutor, Head of Year, counsellors, Director of SEND and senior staff. They also have access to an anonymous Microsoft form. Any messages sent via this facility are received and addressed by the Designated Safeguarding Lead.

Science Curriculum and RSE

Science is taught to all pupils as part of the core curriculum (informed by the Common Entrance specification) by expert teachers. The delivery of RSE, together with all aspects of Science teaching, is monitored and evaluated by teachers, pupils and the Head of Department, in line with the School's curriculum, teaching, reporting and assessment policies. Science schemes of work are available on request.

PHSE and RSE

The vision for the PSHE curriculum is to promote respect, non-judgement and lawful knowledge and behaviour. PSHE covers three themes: living in the wider world, health and relationships and sex education. It has three over-arching aims:

- Help pupils to live by the School's values within and beyond the school community, enabling them to contribute positively
- Give pupils practical tools and information to help them make informed and balanced choices and navigate issues that impact young people and the practicalities of life in and out of school, including health and well-being, relationships and sex, and working life
- Provide pupils with a safe and supportive space to explore a wide range of matters and contribute to initiatives

The main approach in teaching PSHE is via discussion in a safe and inclusive manner, avoiding personalising or putting pupils on the spot. Pupils are actively involved in shaping the PSHE programme, for example through requesting topic coverage, leading surveys, planning events and discussion forums on such matters as Anti-bullying week and Children's Mental Health week.

The Head of PSHE works with the Deputy Head's (academic and pastoral) and Heads of each year group to monitor the effectiveness of teaching, including via lesson observation, review of assessment data and consultation with pupils regarding the curriculum and its impact. Adjustments are made to the content in anticipation of, and in response to, the changing needs and requests of pupils.

The programme has flexibility for Heads of Houses, Heads of Year, tutors and senior staff to use their pastoral expertise to address RSE matters as they emerge in assemblies or informal, impromptu discussion groups in response to the pupils' needs and best interests. This is supported by the availability of the PSHE curriculum and resources for supporting discussions with pupils on sensitive topics.

The curriculum map for PSHE is in appendix one.

Policy Review Process

The school will undertake an annual review of the policy, taking into consideration pupil, parent and staff feedback from the programme. The Head of Department will ensure regular review of the schemes of work, lesson content and quality control with ongoing improvements and updates as required. The annual review will take place in June of each year, ready for any updates required for the start of the academic year in September.

Relationships Education, Primary (YR-6)

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Alongside understanding the importance of self-respect and self-worth, pupils are encouraged to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that

they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Relationships Education, Secondary (Y7&8)

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. RSE at Edgeborough enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time, extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils are taught where to access help and how to share any problems that they have experienced. This could be within school or using national resources, such as the NSPCC, Childline and Everyone's Invited.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are also taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

The school provides planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is equal opportunity to explore the features of stable and healthy same sex relationships. The applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils are well informed about the full range of perspectives and,

within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Edgeborough also looks at the issue of consensual or non-consensual sharing of nudes or semi nudes. The Online Safety Working Group is constantly developing strategies and guidance to promote safe and positive use of online platforms and facilities.

See our E-Safety Policy for further information.

Managing Difficult Questions

The emphasis, when managing difficult questions, is on the overall wellbeing of the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers have received training in handling questions that are better not dealt with in the classroom. They are signposted to the Head of ARK, Deputy Head, Pastoral and DSL Team to seek further guidance.

Monitoring Provision of RSE

The Head of ARK (PSHE) will monitor the provision of RSE. This will be completed by:

- pupil conferencing
- Records of pupil work
- Annual curriculum reviews
- Parent consultation
- Governor review

This will be overseen by the Deputy Heads (Pastoral and Academic).

Appendix One: RSE Curriculum Overview

Edgeborough ARK Curriculum Map PSHE & RSE (updated September 2026) Edgeborough's curriculum is guided by the PSHE Association Programme of Study.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	RSE Coverage Across the Curriculum
Year 3	Happiness Inside You Mental Health and Emotional Wellbeing	Healthy Habits	Relationships	Skills, Values & Responsibilities	Keeping Safe	Keeping Safe continued.	Science Lifecycles of mammals Sexual and asexual reproduction Fertilisation Main stages of human lifecycle Human reproduction Affects of puberty and changing bodies Naming body parts Digital Education Online Safety Awareness Online Sharing, Privacy & Settings Laws relating to sharing information & images (including sexual, nude & ai generated images) Online relationships Inappropriate content & how to report it Online bullying & harrassment (grooming & sextorion) Social Media - age restrictions, risks Generative AI & Deep fakes Rights relating to personal data, privacy & consent Risks relating to online gaming Scams Critical analysis of online content Assemblies / form times / additional activities Spiritual, Moral, Social and Cultural (SMSC) development Promotion of Fundamental British Values (FBV); democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs Protected Characteristics under the Equality Act 2010 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex & sexual orientation School nurse - HPV vaccinations (Y8), Basic First Aid Personal Safety Community & Charity initiatives
Year 4	How are you feeling today? Mental Health and Emotional Wellbeing	The VIPs Relationships, Friendships, Families, Bullying	Economic Wellbeing: Money matters & news literacy	Me, My Body and Growing	Keeping Safe	Keeping Safe continued.	
Year 5	Roots and Wings Relationships, Mental Health & Wellbeing	Relationships, Friendships, Stereotypes and Bullying	Health & Wellbeing	Puberty (body changes, hygiene, menstruation, respecting boundaries)	Digital & Media Literacy: Safe Connections	Positively Engaging with our World (Fundamental British Values)	
Year 6 (ARK)	Mental Health & Wellbeing, Families & Friendships	Relationships: Friendships & Safe Relationships	Healthy Guide Project	Puberty (menstruation, wet dreams, how a baby is made, FGM)	Digital & Media Literacy: Developing our AI Literacy	Future You Global Citizenship, Addressing Extremism, Embracing Challenge and Change	
Year 6 (Pathways)	ISEB Preparation, NVR & VR	Introduction into Project work & Essay Writing	Enquiry Project & Essay	Enquiry Project & Essay	Careers, Skills & Aspirations: Looking to the Future	Economic Wellbeing: Managing money and online spending	
Year 7 (ARK)	Emotional & Mental Health	Relationships: Friendships (understanding changing relationships)	Health & Fitness (oral health, puberty, drugs, alcohol)	Keeping Safe (online personality & privacy, grooming, FGM, consent)	Skills, Values & Responsibilities	Skills, Values & Responsibilities	
Year 7 (Pathways)	Careers & Economic Wellbeing (Rotation of classes - 3 lessons)	Introduction to PSPQ	PSPQ Project	PSPQ Project	Careers	Transition	
Year 8 (ARK)	Emotional & Mental Health	Relationships: Safe, Respectful & Romantic	Health & Fitness	Keeping Safe: Online, Economic & Relationships	Skills, Values & Responsibilities	Summer Enrichment Programme	
Year 8 (Pathways)	Entrepreneur	Intro to PSPQ	PSPQ Project	PSPQ Project	Summer Enrichment Programme (including Basic First Aid & Emergency Life Saving Skills)		
Whole School Events	Chosen Charity Introduction Harvest Festival	Anti Bullying Week Remembrance World Children's Day Seasonal Traditions & Festivals	Safer Internet Day & Week Children's mental Health Week	National Careers Week International Women's Day Y5-7 Puberty workshops	World Day for Cultural Diversity	World Environment Day Pride Refugee Week	

Appendix Two: Statutory Requirements regards Primary Age Pupils and Relationship and Sex Education

Relationships education: content to be covered by the end of primary

Families and people who care for me Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. 31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children

about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Appendix Three: Statutory Requirements regards Secondary Age Pupils and Relationship and Sex Education (NB: Edgeborough's ARK & RSE Curriculum is guided by the [Programme of Study for PSHE education 2026](#) to ensure the content is age-appropriate for our pupils. Therefore, some strands have been highlighted to identify RSE strands **not included** in our provision as they are considered to be more suitable for the latter stages of Key Stage 3 and beyond.)

By the end of Secondary Education, all pupils should know:

Families

1. 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. (KS4 coverage in [Programme of Study for PSHE education 2026](#))
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. (KS4 coverage in [Programme of Study for PSHE education 2026](#))
5. That forced marriage and marrying before the age of 18 are illegal.—(KS4 coverage in [Programme of Study for PSHE education 2026](#))
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. (KS4 coverage in [Programme of Study for PSHE education 2026](#))
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, including friendships

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 and media

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

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. (KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))

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. (KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))

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. (KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))

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.

Intimate and sexual relationships, including sexual health

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 decision making. (KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))

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. (KS4 coverage in [Programme of Study for PSHE education 2026](#))

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 (KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))

9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. (Year 8 have a brief input with nurse when the HPV vaccine is administered)

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.

12. 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. (Upper KS3, KS4 & KS5 coverage in [Programme of Study for PSHE education 2026](#))