Policy and Procedure on

Relationships and Sex Education (RSE)

Cambian New Elizabethan School

2026/27

This policy is reviewed annually to ensure compliance with current regulations

Approved /Reviewed by:	
Carrie McConomy	
Date of next review:	October 2027

Key staff involved in Relationship Sex and Health Education

Role	Name(s)
Headteacher	Carrie McConomy
Head of Student Development	Bernadette Harker
PSHE Teachers	Bernadette Harker Aimee Higgins Tiyah Williams Carrie Lloyd Maggie Mae Tibbetts Beth Senior Eleanor Grazier Sinead McCammon Tom Hoyes
Members of Leadership Team	Ben Homer Marcus Eden Beth Senior Josh Grazier Sam Allen-Wiggin Stuart Cockayne Abigail Turley

Purpose of the policy

This policy covers our school's approach to Relationships and Sex Education, (RSE). At Cambian New Elizabethan School (CNES), we believe that it is essential and vital for students to be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Cambian New Elizabethan School aims to support students to attain our ethos of achieving their 'personal best' through a safe and supportive environment where all can thrive.

Legislation

The duties on schools in this area are set out in legislation. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

Under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, all schools must provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Prepares pupils for opportunities, responsibilities and experiences of later life.

Schools are required to teach relationships and sex education (RSE) under the following regulations and guidance documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025)
- Children and Social Work Act (2017)
- Ofsted framework (2019)
- Part 2, paragraph 5 of the Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Links to other policies

RSE has clear links with other Cambian New Elizabethan School policies aimed at promoting pupils' spiritual, moral, social and cultural development including:

- PSHE Policy
- Anti-Bullying Policy
- Health and Safety Policy

- Behaviour Management, Discipline and Sanctions Policy
- Safeguarding - Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Teaching and Learning Policy

All of the named policies can be located on the school's website:

Cambian New Elizabethan School | Autism School for Children (cambiangroup.com)

Aims of the RSE policy

The aims of this policy are to:

- Define Relationships and Sex Education.
- Set out the delivery and content covered in RSE and how it forms part of the school's Personal Development provision.
- Set out the contribution made by other curriculum areas to the delivery of RSE.
- Outline the specific roles and responsibilities of staff involved in leading, planning and delivering RSE.
- Specifying how the views of learners will be sought and how the specific needs of all students are met.
- Include information about a parent/carer's right to request that their child be excused from the lessons. This only applies to the Sex Education component of RSE.
- Detail how the curriculum area and RSE Policy are monitored, evaluated and reviewed.

Definitions

RSE encompasses the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is about encouraging pupils to be able to make informed choices.

Relationships education is defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Sex education is teaching of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex and birth control.

RSE is not the promotion of sexual activity.

Roles and Responsibilities

The Headteacher

The Headteacher is responsible for:

- Ensuring that RSE is taught professionally, consistently and factually across all phases of the school
- Managing any requests to withdraw students from non-statutory component (Sex Education) of RSE
- Ensure that staff can confidently report any concern or safeguarding concern

Members of SLT

The Deputy and Assistant Head(s) are responsible for:

- Review the policy annually or sooner if necessary
- Report to the school governors and regional educational lead, when requested, on the effectiveness of the policy
- Ensuring that RSE is taught professionally, consistently and factually across all phases of the school
- Ensure that staff can confidently report any concern or safeguarding concern

The Head of Student Development

The Head of Student Development is responsible for:

- Inform staff and parents/carers of our RSE policy, and that the policy is implemented effectively
- Ensure staff are given sufficient training, so they can teach RSE effectively and sensitively
- Create schemes of work for RSE across all phases of the school that cover all statutory topics included in the Department of Education's RSE Framework
- Liaise with external agencies (including health professionals) regarding the RSE programme, and ensure that all adults who work with our pupils on these issues are aware of the school policy and work within its framework
- Monitor the implementation of the policy on a regular basis and report to the Headteacher, when requested, on the effectiveness of the policy

PSHE Teachers

Teachers are responsible for:

- Delivering RSE in a factual and sensitive way

- Creating resources that follow the schemes of work provided by the Personal Development Coordinator
- Modelling positive attitudes to RSE
- Monitoring progress within each component of RSE
- Responding to the needs of individual students and creating strategies that allow all students to engage appropriately in RSE

Content and Delivery

The RSE curriculum is part of the whole school PSHE offer. This is delivered to students via timetabled lessons, two hours per week, alongside other opportunities for RSE learning such as assemblies, tutor periods, MDT therapy sessions and cross-curricular lessons.

The lessons are planned and designed to be age appropriate, under the three following broad themes:

- ***Health & Wellbeing***
- ***Living in the Wider World***
- ***Relationships***

See Appendix A and Appendix B for further information on the expected outcomes for primary and secondary aged students and Appendix C and D for further information on topics covered at CNES for each year group.

Confidentiality and Safeguarding

CNES recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role that schools have in preventative education. In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Equal Opportunities

Pupils at CNES are entitled to engage positively in the RSE curriculum regardless of race, religion, gender or ability. The school seeks to promote safe, equal, caring and enjoyable

relationships. As an independent school we recognise and protect the importance of characteristics that are outlined in the Equality Act 2010.

The RSE programme at CNES is differentiated to meet the age and emotional development of each pupil and is sensitive to their personal experiences. The school promotes a culture of equality where sexism, homophobia and gender stereotypes will not be supported.

Continued Professional Development

CNES recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities when required.

The Head of Quality of Education and Head of Student Development are responsible for the organisation and delivery of staff training in regards to RSE. This is delivered through staff inset, sharing of good practice and distribution of literature and resources.

Involving parents and carers

We believe that the delivery of RSE is most effective when it is in collaboration with a student's home. At CNES we strive to build a positive and supporting relationship with parents/carers of children and young people at our school through mutual understanding, trust and cooperation.

CNES are passionate about establishing strong channels of communication between parents/carers and their children. The school also operates an open-door policy encouraging parents/carers to discuss RSE at relevant times throughout the school year.

Withdrawal from Sex Education

The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2025 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body.

Parents must state their request in writing to the Headteacher. Parents will then be invited to have a verbal discussion, in person or via online, to discuss the request to ensure that their wishes are fully understood. We will explain the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their son or daughter, e.g. the emotional and social effects of being excluded as well as the likelihood of the pupil hearing his/her peers' version of what was learned in the class rather than what was delivered by the expert teacher. Unless there are exceptional circumstances, the school will respect the parents' request to withdraw their pupil.

Requests from parents must be made annually for consideration. However, three terms before a pupil turns 16 years old s/he is legally able to make his/her own decision as to whether s/he receives sex education. The school will make arrangements to provide the pupil with sex education during one of those terms and a parental request of withdrawal will not be granted.

Health professionals and external agencies

All students at CNES will cover the mandatory topics set out in the DfE RSE policy. In order to meet the requirements outlined by the DfE, the RSE content will be delivered by teachers, dedicated staff, and outside agencies. CNES recognises that working with outside agencies can enhance and enrich students' experiences. However, CNES also recognises that it has a responsibility to ensure that students remain safe. Therefore, resources used by agencies will be checked to ensure they are age appropriate and accessible to all students. A member of staff will always remain with the visitor to ensure that the school's safeguarding policy is upheld.

Monitoring & Evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide a RSE curriculum that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE and Relationships curriculum annually, and will inform parents/carers of any revisions to the School's policy or curriculum. We aim to monitor the effectiveness of our sex education provision through:

- Annual feedback from students
- Annual feedback from parents
- Regular feedback from staff
- Classroom observations
- Book Looks

The school will review this policy annually, evaluating its effectiveness by considering feedback from students, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Appendix A: Relationships and Sex Education (RSE) content guidance

By the end of KS2:

Families and people who care for me	Pupils should know: ● That families are important for children growing up because they can give love, security and stability. ● The characteristics of healthy family life, 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. ● That others' families, 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. ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● 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	Pupils should know: ● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● 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. ● 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. ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ● How to manage conflict, and that resorting to violence is never right. ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful, kind relationships	Pupils should know: • 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. ● Practical steps they can take and skills in a range of different contexts to improve or support respectful relationships. ● The conventions of courtesy and manners. ● 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. ● 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. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype. ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	Pupils should know: • 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. • 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. • 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.

	• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • 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	Pupils should know: • 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 ● The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ● 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. ● 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.

By the end of KS4:

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

Families	Pupils should know: ● That there are different types of committed, stable relationships. ● How these relationships might contribute to wellbeing, and their importance for bringing up children. ● 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. ● That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. ● That forced marriage and marrying before the age of 18 are illegal. ● How families and relationships change over time, including through birth, death, separation and new relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. ● 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	Pupils should know: ● 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. ● 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. ● 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. ● What tolerance requires, including the importance of tolerance of other people's beliefs. ● 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.

	● 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. ● Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. ● 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. ● 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. ● 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. ● 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. ● Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	Pupils should know: ● Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● 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. ● 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. ● 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. ● 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 ● 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. ● 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. ● 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. ● That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. ● 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. ● 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. ● How information and data is generated, collected, shared and used online. ● 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). ● 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. ● 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	Pupils should know: ● 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. ● 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. ● 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. ● 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. ● 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. ● 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. ● The concepts and laws relating to sexual violence, including rape and sexual assault. ● 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. ● The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed ● The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ● The concepts and laws relating to forced marriage. ● 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. ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury.

	That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. ● 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. ● 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	Pupils should know: ● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. ● 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. ● 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. ● 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. ● That some sexual behaviours can be harmful. ● 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. ● 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. ● 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. ● The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. ● How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. ● How and where to seek support for concerns around sexual relationships including sexual violence or harms. ● How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix B: CNES KS2 PSHE Curriculum Map

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me, My Friends and Belonging	Mental Health and Wellbeing	Friendships, stereotypes and bullying	Mental Health and Wellbeing
Autumn 2	Mental Health and Wellbeing	Exploring ways to manage risk	Mental Health and Wellbeing	Drug education: assessing risk and managing influences
Spring 1	Building Healthy Habits	Forming respectful relationships	Positively engaging with our world	Managing money and online spending
Spring 2	Making Choices online	Money matters and news literacy	Respecting boundaries	Developing our AI literacy
Summer 1	Keeping safe out and about	Me, my body and growing up	Safe connections	Changes in puberty
Summer 2	Looking out for each other	Families and growing together	Embedding healthy habits and learning first aid	Looking to the future

Appendix C: CNES KS3 and KS4 PSHE Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Emotional Wellbeing: managing change and transition	Health and Wellbeing	Mental Health and Wellbeing	Independence, health choices and wellbeing	Lifelong wellbeing
Autumn 2	Friendships and Bullying	Personal Safety and Managing Risk	Careers and Future Choices	Navigating the online world	Online financial harms
Spring 1	Families and Changing Relationships	Belonging and Community	Drug Education	Friendship, diversity and challenging extremism	Drugs and personal safety
Spring 2	Puberty and Keeping Safe	The Online World	Managing risk in relation to the law	Managing influence	Safe relationships and sexual health
Summer 1	Influences on Relationships	Healthy and Unhealthy relationships	Intimate sexual relationships	Exploring consent and recognising abuse	Families, fertility and pregnancy
Summer 2	Financial decisions and Careers	Managing Money and Careers	Navigating online harms	Study, work and careers	Study, work and careers