

Subject: Relationship and sex education (RSE)

Subject Leader

Sarah Dean

National Curriculum

From September 2020 the Department for Education introduced compulsory Relationships and Sex Education (RSE) for secondary schools in England. In **July 2025**, the DfE published **revised statutory RSHE guidance**, which schools must begin implementing now and **fully comply with from September 2026**. Educating pupils about relationships and sex education gives them the skills and attributes required to develop healthy and nurturing relationships, make informed and safe choices, and understand the emotional, social and physical aspects of growing up. Relationships in this context include friendships, family relationships, online relationships and working relationships.

The 2025 updated RSHE guidance strengthens expectations around:

- **Online safety**, including harmful online content, pornography, AI-generated sexual imagery/deepfakes, online grooming and coercion.
- **Violence against women and girls (VAWG)**, misogyny and harmful online “manosphere” content.
- **Sexual harassment, sexual violence and peer-on-peer abuse**, both online and offline.
- **Mental wellbeing**, safeguarding and recognising unhealthy influence or manipulation.
- **Clarity on biological sex**, gender reassignment as a protected characteristic, and avoiding presenting contested gender-identity theories as fact.

Parents/carers will continue to be informed of content before learning is undertaken, with the option of withdrawal and links to the updated 2025 RSHE policy will be available.

Curriculum Intent

At the Respect Collaboration of schools, we understand the importance of preparing pupils for the opportunities, responsibilities and experiences of adult life. Our RSE curriculum aligns with the 2025 statutory RSHE updates and ensures pupils learn in a safe, age-appropriate and evidence-based way.

The 2025 guidance requires clearer emphasis on safeguarding, healthy relationships, mental wellbeing and online safety, with updated content around violent misogyny, harmful sexual content online, digital behaviours, and safety in a rapidly evolving online world. Our curriculum reflects these requirements and ensures all pupils revisit and build upon key knowledge over time.

Staff delivering curriculum content will be trained, supported and receive continual professional development to deliver newly expanded content with confidence and consistency.

We revisit key vocabulary and foundational concepts each year, using retrieval, discussion and collaborative learning. We work with external agencies where appropriate to deepen understanding, ensuring pupils’ knowledge is secure and appropriate for life beyond school.

We remain committed to providing:

- High-quality, evidence-informed teaching
- Age-appropriate and inclusive RSE
- Clear alignment with the 2025 statutory RSE guidance

- A strong safeguarding culture, including online safety and protection from harmful influences

Parent/Carer Consultation and Transparency

To ensure openness and collaboration, parents and carers will be kept fully informed about upcoming learning content. Communication will be shared via Arbor in advance of teaching, outlining the specific material pupils will be covering.

- Information in advance: Parents/carers will receive clear details of the teaching content before lessons take place.
- Right to withdraw: Parents/carers will have the option to withdraw their child from these sessions if they feel it is appropriate.
- Consultation process: Should a withdrawal occur, a supportive consultation will follow. This will provide an opportunity to discuss parental concerns, share resources, and explore ways to address questions constructively.

This approach ensures transparency, respects parental choice, and fosters a partnership between home and school in supporting pupils' learning.

By the end of Key Stage 4, pupils will meet the full range of outcomes outlined in statutory guidance, updated in 2025, including:

Families

(Original content retained, updated for 2025 clarity)

Pupils will know:

- That families and committed relationships come in different forms and contribute to human happiness.
- The legal rights and protections of marriage.
- The roles and responsibilities of parents and carers.
- How to judge whether relationships are safe or unsafe, and how to seek help.

Respectful Relationships Including Friendships

Updated to align with 2025 guidance:

- Characteristics of healthy friendships, including trust, respect, kindness, consent, privacy, and managing conflict.
- How stereotypes (including those based on sex, gender, race, religion, sexual orientation, disability) cause harm.
- Greater clarity on misogyny, harmful online influencers, and their impact on attitudes and behaviour.
- Understanding sexual harassment and sexual violence, both online and offline, and why these are unacceptable.
- Legal rights and responsibilities regarding equality.

Being Safe

Updated elements include:

- Laws relating to sexual consent, exploitation, grooming, harassment, domestic abuse, coercive control, forced marriage, honour-based abuse and FGM.
- Recognising and responding to online sexual harms, including deepfake/AI-generated sexual images and unsolicited sexual content.
- How to actively communicate and recognise consent, and how and when it can be withdrawn.

Online and Media

2025 guidance adds significant new content:

- Rights, responsibilities and opportunities online.
- Online risks including pornography, harmful sexualised content, and AI-generated sexual imagery (“deepfakes”).
- Understanding misogynistic content, radicalisation and harmful “manosphere” influence.
- Managing online reputation and digital footprints.
- Knowing how to report content and access support.
- Legal implications of sharing indecent images, including images created using AI.

Summary of Priority Following Recommendations

In response to this change, in RSE curriculum will be monitored and evaluated through the following channels:

- Pupil voice-End of half term- Summer 1
- A curriculum review cycle-Annual
- Staff feedback- Termly
- Data informed outcomes- Through end of unit assessment

Curriculum Implementation

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships
Year 7	*Transition and Safety- Road safety awareness, railway safety and water safety.	*Identity Rights and responsibilities Living in a diverse society *Challenging prejudice, stereotypes and discrimination *Signs and effects of bullying including online *Responding to bullying *How to support others	*Recognise and respond to inappropriate and unwanted contact *Gynaecological health conditions	*Qualities and behaviours relating to positive relationships (Including online) *How to recognise unhealthy relationships (including online) *Evaluate expectations of romantic relationships. The importance of stable and long-term relationships including marriage and co habiting. Relating to family life and bringing up children.

		<ul style="list-style-type: none"> *Online safety: recognising harmful influencers, online manipulation and unrealistic portrayals. *Sextortion awareness 		<ul style="list-style-type: none"> *Consent and how to communicate assertively *Recognising early signs of coercive or harmful online behaviour. *Introduction to misogyny and respectful relationships.
Year 8		<ul style="list-style-type: none"> *Managing influences on beliefs and decisions *Gender identity, transphobia and gender-based discrimination *Challenging and recognising homophobia and biphobia *The influence of online misogyny and harmful sexual content. *Understanding deepfake risks, image-sharing laws and digital safety. *Online misogyny. 	<ul style="list-style-type: none"> *Drugs and alcohol unit-to include vaping. 	<ul style="list-style-type: none"> *Review consent fundamentals. *Qualities of positive and healthy relationships *Demonstrating positive behaviours in healthy relationships *Gender identity and sexual orientation *Laws in relation to consent *Legal and moral duty of consent *Effective communication regarding consent *Sexting and risks, pressure and managing requests *Basic contraception *Digital Literacy- Deepfakes and AI.
Year 9	<ul style="list-style-type: none"> *Responsibility for physical health including testicular and breast examination and personal safety. 	<ul style="list-style-type: none"> *Legal, social and emotional commitment of marriage *Choose freely to marry *Different families and parenting including single parent families, same sex, blended families, adoption and fostering *Positive relationships in the family home and ways to reduce homelessness amongst young people *Conflict and it's causes with family and friends *Conflict resolution strategies *Managing relationship and family breakdown's including separation and divorce 	<ul style="list-style-type: none"> *How to distinguish between healthy and unhealthy friendships *How to assess risk and managing influences online *FGM and how to access support *Peer influence- substance unit- 	<ul style="list-style-type: none"> *Intimate relationships-deepen consent understanding *Media influence on sexual expectations. *Readiness for sexual activity, the choice to delay or enjoy intimacy without sex *Myths and misconceptions of consent *Continuous right to withdraw from consent at any time. * Capacity to consent * STI's, effective use of condoms and negotiating safer sex * Consequences of unprotected sex including STI's and pregnancy

		<ul style="list-style-type: none"> *How to access support services *Managing online risk including harmful sexual content, pornography, deepfakes. *Understanding VAWG, sexist stereotypes and harmful gender norms. 	<ul style="list-style-type: none"> expanded vaping content *Respectful relationships 	<ul style="list-style-type: none"> *Portrayal of relationships in the media v's real life *Pornography and expectations v's reality *Assess and manage risks of sending, sharing and passing on sexual images *Securing personal data online *Peer influence.
Year 10	<ul style="list-style-type: none"> *Mental Health Unit-mental wellbeing and menstruation health linked to mental health. *Suicide prevention. 	<ul style="list-style-type: none"> *Communities, inclusion, respect and belonging *Equality act, diversity and values *Challenging harmful online content and misogyny. *How pornography and online content shape unrealistic expectations. *Exploring influence- misogynistic influencers. *Deepfakes-pornography/image sharing. 	<ul style="list-style-type: none"> *Healthy relationship unit-sexual health and sexual violence. 	<ul style="list-style-type: none"> *Pornography education-linked to misogyny agenda. *Relationship values and pleasure *Myths, assumptions, misconceptions and social norms regarding sex, gender and relationships *Opportunities and risks of forming relationships online *Managing the impact of the media and pornography on sexual attitudes, expectations and behaviours *Ethical and legal implications in relation to consent including manipulation, coercion and capacity to consent *Recognise and challenge victim blaming *Asexuality, abstinence and celibacy
Year 11	<ul style="list-style-type: none"> *Challenging judgement of others and challenging stereotypes. *Stress Management Unit. 	<ul style="list-style-type: none"> *Core values and emotion *Gender identity, expression and sexual orientation * Communicate assertively in relation to wants and need, unwanted attention including online *Challenging harassment and stalking and relationship abuse *Accessing support for abusive and coercive relationships 	<ul style="list-style-type: none"> *Screening and self-examination *Registering and accessing doctors, sexual health clinics, opticians and other health services 	<ul style="list-style-type: none"> *About different types of families and changing family structures *How to evaluate readiness for parenthood and positive parenting qualities *About fertility, including how it varies and changes *About pregnancy, birth and miscarriage *About unplanned pregnancy options, including abortion *Adoption and fostering

		<ul style="list-style-type: none">*Responding to online harassment, stalking and digital abuse.*Understanding the law around AI-generated sexual imagery.*Critical thinking about online ideology and harmful influencers.		<ul style="list-style-type: none">*Manage change, loss, grief and bereavement*Relationship abuse- 'honour based' violence and forced marriage and how to safely access support*Communication in relationships linked to sexual health-impact on real relationships.*Independence-independent living.
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