



Relationships and Sex Education and Health Policy

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Contents

1. Aims and Objectives	2
2. Statutory requirements.....	3
3. Policy Development	3
4. Definition of RSE	4
5. Curriculum	4
6. Delivery of RSHE	5
7. Roles and Responsibilities.....	9
8. Parents' rights to withdraw	10
9. Monitoring Arrangements	12
Appendix A – PDL / Wellbeing Curriculum	14
Appendix B – RSHE curriculum priorities.....	25
Appendix C – Parent form – withdrawal from sex education within RSE	29





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1. Aims and Objectives

The Clere School is committed to a socially inclusive personal development programme that prepares pupils for the opportunities, responsibilities and experiences of adult life. Our Wellbeing curriculum promotes responsibility, integrity and community, alongside self-respect, kindness, honesty and empathy. Relationships and Sex Education and Health Education (RSHE) is central to this commitment.

Through RSHE, we aim to:

- Provide a safe framework for sensitive discussion and the exploration of attitudes, values and beliefs.
- Develop the knowledge, vocabulary and skills needed to form and sustain healthy relationships, recognise harmful behaviour and seek help.
- Prepare pupils for puberty and adulthood through accurate information about sexual development, health, hygiene and personal care.
- Build confidence, self-esteem, resilience, emotional literacy and respectful communication, including managing conflict and change.
- Develop understanding of consent, boundaries, equality and the responsibilities involved in romantic and intimate relationships.
- Provide factual, age-appropriate information about sexual health and informed choices, including the choice to delay sexual activity.
- Support physical and mental wellbeing through practical strategies, reliable information and access to advice and services.
- Equip pupils to evaluate online information and media, recognise manipulation and exploitation, and act safely online and offline.
- Challenge prejudice, bullying, discrimination, misogyny and harmful stereotypes while valuing diversity and different family circumstances.
- Connect relationships and wellbeing with wider personal development, citizenship, financial responsibility and future choices.





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The programme is planned progressively, responds to pupils' needs and local safeguarding concerns, and gives all pupils opportunities to develop and apply their understanding.

2. Statutory requirements

As a maintained secondary school, The Clere School must provide Relationships and Sex Education and Health Education. The legal framework includes the Children and Social Work Act 2017; the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019; and the Education Acts 1996 and 2002.

The school must have regard to the Department for Education's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published in July 2025 and effective from 1 September 2026. The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. [1]

Provision must also meet the Equality Act 2010, including applicable duties to prevent discrimination, make reasonable adjustments and promote equality. The curriculum supports pupils' spiritual, moral, social and cultural development and preparation for later life.

This policy should be read alongside the current Keeping Children Safe in Education guidance, the school's safeguarding procedures and relevant guidance on online safety and sharing nudes and semi-nudes. Staff will use current school-approved guidance rather than superseded stand-alone documents.

3. Policy Development

The policy is overseen by the AHT Pastoral and Headteacher and approved by the Full Governing Body. This draft draws on the school's existing policy, the Chameleon PDE secondary policy template and the supplied Wellbeing learning journey. It sets out the arrangements proposed for adoption; it does not record consultation or approval as completed.





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Before approval, the school will consult parents and carers, pupils and relevant staff. Pupil contributions may be gathered through lessons, school council and pupil voice activities. The school will consider feedback alongside curriculum evaluation, safeguarding themes and national guidance. Where appropriate, the SENDCo, DSL and relevant health or community professionals will contribute to the review.

The school will keep a record of consultation, amendments and approval. Following adoption, this policy will be published on the school website and supplied free of charge on request. Staff will be briefed on their responsibilities. Parents will be informed of substantive curriculum changes and how to view the teaching materials.

4. Definition of RSE

RSE concerns pupils' emotional, social and cultural development and their understanding of relationships, sexual health, sexuality, diversity and personal identity. It combines accurate information with opportunities to consider values, practise skills and make informed decisions. It supports healthy, safe and fulfilling relationships and does not promote sexual activity.

RSHE includes the health education that supports physical and mental wellbeing. It sits within the school's wider personal, social, health and economic education (PSHE) programme, taught through Wellbeing and supported by other curriculum subjects and pastoral provision.

5. Curriculum

Appendix A sets out the supplied Wellbeing learning journey for Years 7–10 and a clearly labelled proposed Year 11 consolidation plan. Appendix B summarises curriculum priorities and the checks needed before adoption. The school will confirm the complete Years 7–11 entitlement against the current statutory guidance; lesson titles alone do not demonstrate full coverage.





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The curriculum follows a spiral progression: earlier learning about friendship, families, self-respect, feelings and online safety provides a foundation for romantic relationships, consent, intimate relationships, sexual health and greater independence. Content is revisited with increasing depth and complexity.

Planning takes account of pupils' age, maturity, prior knowledge, additional needs and experiences. Sensitive content will be sequenced carefully and taught before foreseeable risks arise. Pupil feedback and safeguarding information will inform adjustments, while ensuring pupils receive the required curriculum.

The programme uses Chameleon PDE resources, selected and adapted by the school. The Wellbeing lead will check accuracy, accessibility, age-appropriateness and alignment with school policy before use. No resource or external provider replaces the school's responsibility for its curriculum.

Pupils will learn relevant facts and legal responsibilities, including those associated with relationships, consent, marriage, discrimination, abuse, online behaviour and substance misuse. Staff will distinguish factual and legal information from personal, religious or other viewpoints.

The school will identify sex education content at lesson level and explain this to parents in advance. Mixed lessons will be planned so that agreed withdrawal from sex education does not unnecessarily remove pupils from relationships, health or science learning. See section 8.

6. Delivery of RSHE

6.1 Organisation and curriculum links

RSHE is taught through timetabled Wellbeing lessons within the PSHE curriculum. Biological aspects are taught through science; related learning is supported through Religious Studies/Philosophy and Ethics and the tutor programme. The AHT Pastoral and Wellbeing





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lead will coordinate these contributions so that learning is coherent, gaps are addressed and unnecessary repetition is avoided.

The school will confirm lesson frequency, staffing and the contributions of tutor time and other subjects in its implementation plan. Assemblies, pastoral support and approved visitors may reinforce learning, but should supplement a planned taught programme.

The curriculum explores families; respectful relationships and friendships; online relationships and media; safety; intimate and sexual relationships; mental wellbeing; physical health; healthy eating; substance misuse; prevention and personal care; first aid; and puberty. Wider Wellbeing learning about careers, money, citizenship and responsibility supports these themes.

6.2 A safe learning environment

Teachers will establish and revisit clear ground rules. Pupils will listen respectfully, use appropriate language, avoid naming others in personal examples and respect different views. No pupil will be required to disclose personal experiences, sexual activity, family circumstances or private beliefs.

Staff will use distancing techniques, including fictional scenarios and case studies, to explore sensitive issues. Pupils may pass on answering a personal question while remaining involved in the learning. A private or anonymous route for questions will be available, alongside opportunities to speak with a trusted adult.

Ground rules will explain the limits of confidentiality and how safeguarding concerns are handled. Staff will model respect and challenge discriminatory language, sexual harassment and harmful stereotypes promptly. Abuse will never be dismissed as banter or treated as the responsibility of the person harmed.





6.3 Sensitive issues and difficult questions

Staff will answer questions accurately and sensitively, considering the pupil's age, maturity, the planned curriculum and any safeguarding implications. They may defer an answer to check information or seek advice from the Wellbeing lead or DSL. Questions should not be ridiculed or left with misleading answers.

Where a question requires detail beyond the planned lesson, staff will consider a suitable individual response, further planned teaching or signposting. If a pupil is withdrawn from relevant sex education, staff will respect the agreed arrangements, liaise with the lead and respond to any safeguarding concern immediately. Questions that suggest abuse or risk will be handled through safeguarding procedures.

6.4 Inclusion and meeting pupils' needs

RSHE will be accessible to all pupils. Staff will work with the SENDCo to adapt vocabulary, resources, pace, tasks and communication methods. Repetition, visual support, explicit teaching of boundaries and additional preparation may be needed. Adjustments will support understanding and participation rather than remove pupils' entitlement.

Teaching will recognise different families, cultures, religions and beliefs, and pupils who are looked after, adopted, in kinship or foster care, or young carers. Staff will avoid assumptions about home circumstances and take particular care around loss, family change and abuse.

Healthy same-sex relationships will be included within the wider programme. Pupils will be treated with dignity regardless of sexual orientation, sex, gender reassignment, disability, race, religion or other protected characteristics. Staff will challenge homophobic, biphobic and transphobic bullying and respect lawful differences of belief.

Teaching about biological sex and gender reassignment will distinguish facts and law from contested views, without presenting disputed claims as established fact. [1] Resources will avoid reinforcing stereotypes, and sensitive identity-related teaching will be reviewed by the subject lead.





The Clere School

6.5 Safeguarding and disclosures

Staff will follow the school's child protection procedures whenever a lesson or pupil question raises a concern. They will listen calmly, take the pupil seriously, avoid leading questions or investigation, record the concern accurately and report it promptly to the DSL or deputy. Immediate danger requires immediate action under school procedures.

Staff must not promise secrecy. They will explain, in an appropriate way, that concerns may need to be shared with those who can help keep the pupil safe. Information will be handled with care and shared on a need-to-know basis. Pupils will be supported during and after referral, with further pastoral or specialist help as appropriate.

Teaching will help pupils recognise grooming, coercion, exploitation, abuse and unsafe online contact; identify trusted adults; and seek help for themselves or others. Staff will be briefed on relevant reporting duties and the procedure for concerns involving images. Pupils will not be asked to forward or display sexual images as part of a lesson or report.

6.6 External visitors and linked policies

The Headteacher or Wellbeing lead will approve visitors in advance, review their resources and agree objectives, ground rules and safeguarding arrangements. A member of school staff will remain present. Visitor contributions will be evaluated and parents will be able to access relevant materials. Visitors must work within this policy and the school's safeguarding expectations.

Implementation links with the school's policies on safeguarding/child protection, behaviour, anti-bullying, SEND and inclusion, equality, online safety and acceptable use, visitors, health and safety, and teaching and learning. References will be checked against the school's current policy titles before publication.





7. Roles and Responsibilities

7.1 The Governing Body

The Full Governing Body will approve this policy and hold the Headteacher to account for implementation. It will check that statutory requirements are met, teaching is accessible, resources are suitable, parents receive clear information and pupil progress and provision are reviewed annually. It will ensure consultation informs review and that the programme is adequately led, staffed and resourced.

7.2 The Headteacher

The Headteacher is responsible for consistent delivery, appropriate staffing and training, oversight of safeguarding and parent engagement, and decisions on requests for withdrawal from sex education. The Headteacher will ensure that agreed arrangements are recorded, communicated and reviewed.

7.3 AHT Pastoral and Wellbeing lead

The AHT Pastoral retains policy oversight. The designated Wellbeing lead will coordinate the curriculum and resources, support staff, maintain the curriculum coverage record and identify training needs. They will liaise with the DSL, SENDCo and relevant subject leaders, gather pupil and parent feedback, and report on quality and progress to senior leaders and governors. The school will confirm the named subject lead and any governor link before implementation.

7.4 Staff

- Deliver planned teaching accurately, sensitively and inclusively, modelling positive and respectful attitudes.
- Establish ground rules, adapt learning and respond to individual needs without requiring personal disclosure.





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- Assess knowledge, understanding and skills, address misconceptions and contribute to evaluation.
- Follow safeguarding procedures and use approved resources and visitor arrangements.
- Implement agreed withdrawal arrangements and provide purposeful alternative learning.
- Participate in training on subject knowledge, vocabulary, sensitive discussion, inclusion and safeguarding.

Staff do not have a right to opt out of teaching RSE. Staff with concerns should discuss these with the Headteacher so that appropriate guidance and support can be provided.

7.5 Pupils and parents/carers

Pupils are expected to engage with learning, listen sensitively and treat others with respect. They are encouraged to ask questions and seek help. Parents and carers are invited to contribute to policy consultation, discuss curriculum questions with the school and support age-appropriate conversations at home.

8. Parents' rights to withdraw

Parents and carers may request withdrawal from some or all sex education delivered as part of statutory RSE. There is no right to withdraw from relationships education, health education or national curriculum science, including relevant puberty and reproduction content. [1]

Requests should be addressed to the Headteacher using Appendix C or another written request identifying the child and the content concerned. The Headteacher will discuss the request with parents and, where appropriate, the pupil, clarify the content and explain the benefits of the teaching and potential effects of withdrawal. The discussion and decision will be documented.





The Clere School

Except in exceptional circumstances, the school will respect the parental request until three terms before the pupil turns 16. From that point, a pupil who wishes to receive sex education can opt back in, and the school will make arrangements to provide it. Pupils will be informed of this option. [1]

The school will record the specific content covered by the request, the period of withdrawal, review arrangements and purposeful alternative education. Staff will ensure that pupils continue to receive relationships and health education. The pupil's educational record will hold the request and agreed arrangements securely.

8.1 Identifying sex education content

In the supplied map, lessons needing advance review for sex education content include Year 9: "Am I ready for a sexual relationship including consent", "Contraception", "Unintended pregnancy" and "Sexually Transmitted Infections"; and Year 10: "Safer sex", "Pregnancy and choices" and, where applicable, "Being a young parent". Equivalent Year 11 content will also be reviewed.

These are review points, not automatic whole-lesson exemptions. The school will identify the actual sex education elements in the teaching materials and communicate these to parents. Safeguarding, consent, boundaries and the prevention of sexual harm can be addressed through relationships education without describing sexual activity. Classification will reflect the content taught, rather than the topic title.

8.2 Parent access to materials

Parents may request access to all RSHE teaching materials, including those used by external providers, through the Wellbeing lead or school office. Materials will be offered for viewing in school or by an accessible alternative. Provider copyright will not be used to refuse access; any conditions on copying or sharing will be explained. [1]





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The school will share information about forthcoming sex education content in advance, listen to concerns and record responses. Any proposed departure from the published curriculum will be explained to parents, with relevant materials made available.

9. Monitoring Arrangements

The AHT Pastoral/SLT link will oversee an annual review of RSHE. Quality assurance will include curriculum review, learning walks, discussion with teachers, scrutiny of suitable pupil work and pupil feedback. The Wellbeing lead will check that planned learning is delivered across year groups, resources remain current and cross-curricular contributions are recorded.

9.1 Assessment and progress

Teachers will establish pupils' starting points through suitable baseline tasks or discussion and assess progress through questioning, scenarios, quizzes, written work and reflection. Assessment will focus on knowledge, understanding and the application of skills, including recognising risk, communicating respectfully and knowing how to seek support.

Pupils will have opportunities to reflect on how their understanding develops. Assessment will not grade pupils' personal beliefs, family circumstances, sexual experiences or private disclosures. Feedback will help pupils identify misconceptions and next steps, and teachers will use it to adapt future lessons.

9.2 Evaluation and review

Pupil voice, parent feedback, staff evaluation and appropriately anonymised safeguarding themes will inform curriculum development. Any surveys will be suitable for pupils' age and needs, protect privacy and avoid unnecessary collection of sensitive information. The school will confirm its assessment recording and reporting arrangements through the implementation plan.





The Clere School

The Full Governing Body will review this policy annually, or sooner following significant changes to guidance, school context or safeguarding priorities. The review will consider curriculum coverage, accessibility, pupil progress, staff training, resources, consultation and withdrawal arrangements.

Before adoption, the school must complete the implementation checks in Appendices A and B, confirm policy dates and responsibility, and record consultation and ratification. Approval of this draft should follow confirmation that the proposed arrangements can be implemented.

Source documents

- The Clere School: Relationships and Sex Education and Health Policy, issued July 2025, review July 2026 (supplied PDF).
- Chameleon PDE: PSHE Policy Template (Secondary) 2026 (supplied ZIP/DOCX).
- Wellbeing Curriculum Map (2)(1) (supplied workbook: Years 7–10).
- [1] Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025, effective September 2026.

Current statutory guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>





Appendix A – PDL / Wellbeing Curriculum

Personal Development Learning

The school's Personal Development curriculum is delivered through Wellbeing, Religious Studies/Philosophy and Ethics and the tutor programme. It develops understanding of relationships, healthy living, safety and the wider world, including careers, finance, rights and responsibilities. It supports cultural understanding, spiritual, moral, social and cultural development, and British values.

The supplied workbook maps lesson topics to themes, personal development strands, SMSC, British values and safeguarding. The following pages reproduce all 39 numbered topics for each of Years 7–10, in their supplied order. Week numbers indicate the planning sequence; actual dates and any adaptations are to be confirmed by the school. Topic wording has been retained.

Year	Progression across the supplied learning journey
7	Transition, friendships and families; inclusion and boundaries; puberty and body image; grooming, FGM and online privacy; health habits and emotional literacy.
8	Romantic relationships and communication; relationship feelings and expectations; misogyny, media, pornography and sextortion; self-talk, comparison and responsibility for health.
9	Consent and readiness; contraception, pregnancy and STIs; family diversity, loss and respectful intimacy; online sexual images, exploitation and mental health support.
10	Marriage and partnerships; romantic relationships, parenthood and safer sex; pregnancy choices; deepfakes, unwanted attention and women's safety; health, resilience and post-16 pathways.
11	Not included in the supplied workbook. Proposed consolidation appears after the Year 10 sequence and requires school confirmation.

The curriculum map's "Statutory Area" labels are planning categories. They do not establish a right to withdrawal or prove that all statutory outcomes are met. The Wellbeing lead will





The Clere School

audit teaching materials and contributions from other subjects against current requirements.

The school will confirm where consent and boundaries are taught and revisited before the formal Year 9 intimate-relationships sequence. It will also confirm the Years 10–11 consolidation of sexual health and the wider health education entitlement.





Wellbeing Curriculum – lessons 1–6

No.	Year 7	Year 8	Year 9	Year 10
1	Introducing students to Chameleon PDE	Introducing students to Chameleon PDE	Introducing students to Chameleon PDE	Introducing students to Chameleon PDE
2	Starting at secondary school	What does the internet know about me?	Study skills	My Education Ambitions
3	Building confidence in class	Active listening	What career would I like?	The changing job market
4	Team building	Accepting responsibility	Being a young entrepreneur	Growth mindset
5	Managing money at secondary school	How has technology changed the workplace?	Managing money worries	Budgeting skills
6	A welcoming and inclusive school	What skills are employers looking for?	Being in financial debt	Giving and receiving feedback

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 7–12

No.	Year 7	Year 8	Year 9	Year 10
7	All kinds of people	Online bullying	Different online behaviour	Where do my values come from?
8	Impact of prejudice and discrimination	Managing misunderstandings	Understanding diversity	Radicalisation and extremism
9	Friendship	Misogyny causes and consequences	Managing peer approval	Exploring identity
10	Verbal bullying and banter	Media influence and Chatbots	Illegal employment and modern day slavery	Marriage partnerships and rights
11	My online personality	Understanding radicalisation and extremism	Connection loneliness and mental health	Life-saving science
12	Food choices	What influences food choices?	Influences on physical activity	Cancer prevention

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 13–18

No.	Year 7	Year 8	Year 9	Year 10
13	Boosting your mood	Science and health	Sleep and relaxation	Gender-based health differences
14	Feelings and behaviour	Taking responsibility for my health	Prevention of infection	Unhealthy coping warning signs and triggers
15	Online privacy and safety	Positive self talk	What affects mental health?	Stress anxiety and depression and how to manage them
16	Personal hygiene and oral health	Unhealthy comparison	Support for mental health	Managing unwanted attention
17	Grooming	Mental health benefits of physical activity	Medicine safety	Gambling addiction
18	FGM	Gambling	Misogyny causes and consequences	AI deepfake and pornography

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 19–24

No.	Year 7	Year 8	Year 9	Year 10
19	Attitudes of young people toward alcohol	Financial exploitation and sextortion	Recreational drug use	Women's safety
20	Tobacco vaping and cannabis	Pornography	Sexting	Stages of a romantic relationship
21	Families	Substances and the media	Gang and knife culture personal and social consequences	Parent and teenager relationships
22	Managing changes in friendships	Positive romantic relationships	Communication skills for intimate relationships	Being a young parent
23	Fit and active	Relationships and the media	Am I ready for a sexual relationship including consent	Safer sex
24	Physical changes at puberty	Healthy ways to manage relationship feelings	Contraception	Pregnancy and choices

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 25–30

No.	Year 7	Year 8	Year 9	Year 10
25	Emotional and social changes at puberty	Managing family and cultural expectations	Unintended pregnancy	Impact of separation and loss in relationships
26	Body image	Managing criticism	Sexually Transmitted Infections	Do job stereotypes still exist?
27	Challenging stereotypes	Am I ready for a boyfriend/girlfriend?	Positive and respectful intimate relationships	What can we do about climate change?
28	Talking about feelings	Communication skills (non-intimate)	Family diversity	Developing self-esteem and confidence
29	Travel safety	Emergency (First) Aid	Relationship loss and change	Emergency first aid
30	Social media as a positive influence	Environmental impact of fast culture	Substances and emergency situations supports first aid	Can you become too reliant on social media?

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 31–36

No.	Year 7	Year 8	Year 9	Year 10
31	Bereavement and loss	Alcohol effects and risks	Part-time work	Hate crime
32	Positive peer influence	Smoking and vaping facts	Employment rights and responsibilities	Faith culture and relationships
33	Respect goes both ways	Positive online relationships	Drugs and the law	Building resilience
34	Managing conflict and disagreement	Consumer rights and responsibilities	Impact of drugs on communities	Positive influence and leadership
35	Food safety and healthy choices	Non-verbal communication	Climate change and sustainability	Black History and identity
36	Community inclusion and belonging	Community action and inclusion	Problem solving skills	Workplace safety

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Wellbeing Curriculum – lessons 37–39

No.	Year 7	Year 8	Year 9	Year 10
37	Online scams and cyber awareness	Online financial scams	Leadership and service	Life after 16 pathways
38	Reducing my carbon footprint	Responsible AI use	Managing exam stress	Animal welfare and ethics
39	Personal goals and reflection	Reflection and next steps	Reflection and careers planning	Reflection and KS4 preparation

Source: supplied Wellbeing Curriculum Map. Topic order is retained. The workbook's theme, personal development, SMSC, British values and safeguarding links remain the supporting planning record.





Appendix A – Year 11: proposed consolidation

Status: proposed for school confirmation. The supplied learning journey has no Year 11 sheet. This outline builds on the Year 11 themes in the existing Clere policy and the supplied Years 7–10 sequence. It is not presented as an approved timetable.

Area	Proposed Year 11 focus
Relationships and transition	Managing separation and loss; choices about intimate relationships; respectful communication, consent and boundaries; marriage, partnerships, rights and responsibilities; faith, culture and relationships.
Sexual health	Revisit safer sex, contraception, STIs and access to reliable sexual health services; pregnancy choices; understanding when and where to seek advice. Identify sex education elements before parent notification.
Mental and physical wellbeing	Preparing for change; study, sleep and exam stress; healthy coping and warning signs; women's health and appropriate health services; maintaining healthy routines after school.
Keeping safe	The effects of substances on judgement and relationships; exploitation and coercion; online sexual harm, deepfakes and sextortion; safety when moving into further education or work; first aid consolidation.
Wider personal development	Budgeting and money management; work and post-16 choices; values, discrimination and job stereotypes; feedback, resilience and independence.

School confirmation before adoption

- Provide and approve the complete Year 11 learning journey, with sequence, learning outcomes and delivery arrangements.
- Confirm lesson frequency, the named Wellbeing lead and the roles of subject teachers and tutors.





The Clere School

- Identify the exact sex education elements in mixed lessons and how withdrawal and alternative learning will be organised.
- Record the contributions of science, RS/Philosophy and Ethics, computing, PE and tutor time to required coverage.
- Complete the statutory coverage audit in Appendix B and identify any additional or revised lessons.
- Confirm how parents access materials, how pupil progress is recorded and reported, and how consultation feedback is retained.





Appendix B – RSHE curriculum priorities

This appendix replaces the former “September 2020/21” guidance appendix. It summarises the policy’s curriculum priorities, informed by the supplied sources, and identifies delivery evidence to check. It is not a reproduction of the complete statutory requirements. The current DfE guidance remains the reference for the school’s detailed audit. [1]

Area	Learning to develop	Evidence to check in the school plan
Families and committed relationships	Different family structures; caring relationships; marriage and partnerships; responsibilities of parents; family change and seeking support.	Y7 Families; Y9 Family diversity; Y10 Marriage partnerships and rights, Being a young parent and Parent and teenager relationships.
Respect and relationships	Friendship, equality, self-respect and communication; boundaries and consent; managing conflict; prejudice, bullying and misogyny; recognising coercion and abuse.	Y7 friendship, respect, stereotypes and conflict; Y8 romantic relationships and misogyny; Y9 consent and respectful intimacy; revisit through KS4.
Online relationships and media	Privacy, pressure and manipulation; critical evaluation of media; pornography and relationship expectations; online exploitation and sharing sexual images.	Y7 online personality/privacy and grooming; Y8 chatbots, pornography and sextortion; Y9 sexting; Y10 deepfakes and pornography.
Being safe and seeking help	Recognising grooming, abuse, exploitation and unsafe attention; reporting concerns; identifying trusted adults and services; understanding relevant law.	Check detailed safeguarding outcomes in Y7 grooming/FGM; Y8 exploitation; Y9 modern slavery; Y10 unwanted attention and women’s safety.
Intimate relationships and sexual health	Readiness, consent and respectful decisions; contraception, STIs, pregnancy and choices; delaying sexual activity; accessing accurate advice.	Y9 weeks 22–29; Y10 weeks 20–25; confirm Year 11 consolidation and lesson-level withdrawal classifications.





The Clere School

The lead will check learning outcomes and materials for each area, rather than assuming coverage from a title. Where a required outcome is missing, the school will add or adapt teaching and record where it is delivered.





Appendix B – Health and coverage checks

Area	Curriculum priorities and supplied evidence
Mental wellbeing	Emotional literacy, self-esteem, healthy coping, loneliness and support. The map includes mood and feelings in Y7, self-talk/comparison in Y8, mental health support in Y9, and stress, anxiety and depression in Y10. Confirm KS4 consolidation and safe teaching of more sensitive concerns.
Digital wellbeing	Online privacy, harmful content, manipulation and balanced use of technology. The map includes online scams, responsible AI use, chatbots and reliance on social media. Check how pupils practise evaluating information and accessing support.
Physical health and healthy eating	Activity, food choices, hygiene and oral health, sleep and prevention. The map includes food safety in Y7, food choices and health responsibility in Y8, infection prevention in Y9, and cancer prevention and health differences in Y10.
Drugs, alcohol, tobacco and vaping	Facts, risks, influence, law and support. The map includes alcohol, tobacco, vaping and cannabis in Y7, substance/media influence in Y8, recreational drugs and emergency situations in Y9. Confirm KS4 revisit and support for harmful use.
Health prevention and services	Medicines, health checks, vaccination, screening and reliable services. The map includes medicine safety in Y9 and life-saving science/cancer prevention in Y10. Record any additional coverage through science or other provision.
First aid	Emergency response, obtaining help and practical first aid. Emergency aid appears in Y8, substances/emergencies in Y9 and first aid in Y10. Confirm practical skills, including CPR and awareness of defibrillators, and revisit arrangements.
Puberty and adolescent health	Physical, emotional and social changes; body image and accurate vocabulary. Y7 explicitly includes puberty. Confirm later teaching and review of menstruation and related health concerns and the relevant science contribution.





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Coverage audit to complete before approval

For every required outcome in the current guidance, record: the outcome; year and lesson or subject; resource and activity; assessment evidence; staff responsibility; and any gap and planned action. Priority checks include early and repeated consent/boundaries teaching, domestic abuse and coercive control, forced marriage, stalking and harassment, pregnancy choices, access to health services, puberty-related health, and practical first aid. These are audit prompts, not confirmed omissions.

The AHT Pastoral will review the completed audit and Year 11 plan with relevant subject leaders. Governors should receive confirmation of full coverage and a record of any outstanding action before the policy is adopted.





Appendix C – Parent form: withdrawal request

Request for withdrawal from sex education within RSE. Please return to the Headteacher.

This form requests withdrawal from specified sex education content; relationships education, health education and national curriculum science continue. The school will discuss the request and record its decision and arrangements under section 8.

TO BE COMPLETED BY PARENTS/CARERS	
Name of child / class	
Name of parent/carer / contact details	
Date of request	
Sex education content from which withdrawal is requested	
Reason for request (to support discussion)	
Other information you would like the school to consider	
Parent/carer signature / date	

Please do not include unnecessary sensitive personal information. The request and agreed arrangements will be held securely in the pupil's educational record.





Appendix C – School record of decision

TO BE COMPLETED BY THE SCHOOL	
Pupil name / class / date of birth	
Date of discussion / participants	
Summary of discussion and pupil's wishes, where appropriate	
Decision and reasons, including any exceptional circumstances	
Specific content covered by withdrawal / dates	
Purposeful alternative learning / staff responsible	
Relationships, health and science learning retained	
Review date / date from which pupil may opt back in	
Communication to parent/carer, pupil and relevant staff	
Headteacher signature / date	





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Where the pupil chooses to receive sex education from three terms before their 16th birthday, record the choice and arrangements for provision. Review the record if the curriculum changes or the family requests a change.

