



Campion School

Relationships, Sex and
Health Education
(RSHE) Policy

Approved by:	Headteacher and Governing Body
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I. AIMS

1. This Policy helps Champion School to fulfil the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. It aims to ensure that the RSE curriculum:
 - a. Provides a framework in which sensitive discussions can take place
 - b. Creates a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity
 - c. Prepares students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene
 - d. Helps students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others
 - e. Prepares students to make informed, reasoned and responsible choices and develop a strong moral code
 - f. Teaches students appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene
 - g. Promotes a healthy lifestyle.

II. THE LAW

2. Champion School must provide RSE to all its students, under Section 34 of the Children and Social Work Act 2017.
3. In delivering its RSE curriculum, Champion School must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996.
4. Champion School have obligations under the Equality Act 2010, including:
 - a. A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
 - b. The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
 - i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

III. POLICY AND CURRICULUM DEVELOPMENT

5. This policy has been developed in consultation with staff, students and parents/carers at Campion School. The consultation and policy development process involved the following steps:
 - a. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - b. Parent/Carer Consultation – a consultation paper was published on the Campion School website with a draft of this Policy and all parents/carers were given a two-week window to respond
 - c. Student Consultation – through the use focus groups, students were asked about specific elements of the RSE curriculum, and given the opportunity to share their wider views on these areas
 - d. Ratification – following the consultation process, this Policy and our RSE Curriculum was ratified by the Governing Body.

IV. ROLES, RESPONSIBILITIES AND TRAINING

6. The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.
7. The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.
8. Teaching staff are responsible for:
 - a. Delivering RSE in a sensitive way
 - b. Modelling positive attitudes to RSE
 - c. Monitoring progress
 - d. Responding to the needs of individual students
 - e. Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.
9. Teaching staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Line Manager in the first instance. Such cases can then be brought to the attention of the Headteacher.
10. Training will be offered to staff through various sources throughout the year to ensure they are confident to deliver the RSE curriculum.

V. WHAT IS RSE AND HOW IS IT DELIVERED?

11. RSE is key to the emotional, social and cultural development of students. It teaches them about:

- a. Families;
 - b. Respectful relationships, including friendships;
 - c. Online and media;
 - d. Being safe;
 - e. Intimate and sexual relationships, including sexual health; and
 - f. Physical and mental wellbeing.
12. These topics are taught within the context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances: families can include single parent families, LGBTQI+ parents/carers, families headed by grandparents/carers, adoptive parents/carers, foster parents/carers amongst other structures.
13. These topics are also taught within the context that some students may have a different structure of support around them, for example: looked after children or young carers.
14. RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.
15. Framework:
- a. The Department of Education requires all secondary school students to learn about specific RSE topics by the end of secondary school. These requirements are listed on Appendix A of this Policy
 - b. Champion School's RSE Curriculum (Appendix B) has been consulted on in line with Section III of this Policy – "Policy and Curriculum Development". The curriculum is a live document, so it will be reviewed and updated as appropriate
 - c. Champion teaches its RSE curriculum as part of Life Skill Days. Biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included tutor time and school assemblies
 - d. The primary lead for RSE at Champion School is Mrs Julie Gardner.

VI. SEND STUDENTS

16. It is Champion's policy that SEND students should follow the same RSE curriculum as all other students.
17. Where appropriate, and to ensure that the RSE curriculum is accessible for all Champion students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students.
18. When delivering RSE to SEND students, Champion will be mindful of:
- a. The SEND Code of Practice
 - b. The additional vulnerability that SEND students can face, to exploitation, bullying and other issues

- c. The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

VII. THE RIGHT TO WITHDRAW

- 19. Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE up to or until three terms before the child turns 16.
- 20. After this point, if the student wishes to receive sex education rather than being withdrawn, Champion School will arrange this.
- 21. This process is the same for students with SEND, however, in exceptional circumstances the Headteacher may take the specific needs of a SEND student into account when making this decision.
- 22. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the Headteacher. The Headteacher will discuss the request with parents/carers and take appropriate action.
- 23. A copy of withdrawal requests will be placed in the student's educational record.
- 24. Alternative work will be given to students who are withdrawn from sex education.

VIII. MONITORING IMPACT

- 25. The impact of RSE is monitored through learning walks, the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.
- 26. Students' development in RSE is monitored by Form Tutors and House Learning Leaders as part of Champion's pastoral system. It is also assessed through the completion of student evaluation forms as part of Life Skill Days.
- 27. This policy will be reviewed at least every three years by the Governing Body. At every review, the policy will be approved by the Governing Body.

APPENDIX A: Department of Education Requirements

By the end of secondary school, pupils should know:

TOPIC	CONTENT
Families	<ol style="list-style-type: none">1. That 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.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.5. That forced marriage and marrying before the age of 18 are illegal.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.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	<ol style="list-style-type: none">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.

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Online safety & awareness</p>	<p>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.⁹</p> <p>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.</p> <p>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.</p> <p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>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.</p> <p>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.</p> <p>12. How information and data is generated, collected, shared and used online.</p> <p>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).</p> <p>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.</p> <p>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.</p>
Being safe	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>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.</p> <p>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</p> <p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>12. The concepts and laws relating to forced marriage.</p> <p>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.</p> <p>14. 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.</p> <p>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.</p> <p>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.</p>
Intimate and sexual relationships, including sexual health	<p>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p> <p>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.</p> <p>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</p>

	<p>family values. That kindness and care for others require more than just consent.</p> <p>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.</p> <p>5. That some sexual behaviours can be harmful.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>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.</p>
Mental Wellbeing	<p>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</p> <p>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</p> <p>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</p> <p>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</p> <p>6. How to critically evaluate which activities will contribute to their overall wellbeing.</p> <p>7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the</p>

	<p>courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</p> <p>8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.</p> <p>9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety.</p>
Wellbeing online	<ol style="list-style-type: none"> 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	<ol style="list-style-type: none"> 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy Eating	<ol style="list-style-type: none"> 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	<ol style="list-style-type: none"> 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to

	<p>increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.</p> <p>4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</p> <p>5. The dangers of the misuse of prescribed and over-the-counter medicines.</p> <p>6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.</p> <p>7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit</p>
<p>Health protection and prevention, and understanding the Healthcare system</p>	<p>1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</p> <p>2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.</p> <p>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p> <p>5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.</p> <p>8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.</p> <p>9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.</p>
<p>Personal Safety</p>	<p>1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).</p> <p>2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</p> <p>3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to</p>

	<p>support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.</p> <p>4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</p> <p>5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</p> <p>6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</p>
Basic first aid	<p>1. Basic treatment for common injuries and ailments.</p> <p>2. Life-saving skills, including how to administer CPR.11</p> <p>3. The purpose of defibrillators, when one might be needed and who can use them.</p>
Developing Bodies	<p>1. The main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>2. The facts about puberty, the changing adolescent body, including brain development.</p> <p>3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.</p> <p>4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.</p>

PSRE: Relationships and Sex Education (RSE) Curriculum Map 2026/2027

Rationale: At Campion all students are introduced to 7 key areas of the RSE Curriculum – *Families, Respectful Relationships, Online Safety and awareness, Being Safe, Intimate and sexual relationships including Sexual Health, Health and Wellbeing (Mental Wellbeing, Physical Health and Fitness, Healthy Eating, Drugs, alcohol, tobacco and vaping, First Aid*. Students will have the opportunities to learn, understand and reflect on how to treat others, be treated by others and most importantly how to treat themselves as individuals.

Families	Year 7 (Relationships)
	-Understanding there are different types of committed, stable relationships
<u>Outside Agencies:</u>	
Crossteach: Lessons on Marriage and Divorce	Year 10 (Relationships)
Safeline: Lessons on Forced Marriage	Marriage/Marriage ceremonies/Civil Partnerships: -that it is an important relationship choice for many couples -the legal status of marriage and civil partnership
<u>Assemblies:</u>	Divorce: -How families and relationships change over time, including through birth, death, separation and new relationships
-Young Carers	
-Consent	
	Year 11 (Relationships)
	-Forced Marriage and marrying before the age of 18 are illegal

Respectful Relationships	Year 7 (Relationships)
<u>Outside Agencies:</u>	-The characteristics of positive relationships, online and offline.
Loudmouth Theatre: Bully 4 U (Yr7)	-How to treat with others respect and kindness
Crossteach: Lessons on Marriage and Divorce	-Tolerance of other people’s beliefs -Bullying (including online bullying)
<u>Assemblies:</u>	Year 8 (Relationships)
-Consent	-Relationships values -Influences on relationship expectations -skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. -stereotypes based on racism – prejudice and discrimination.
	Year 9 (Relationships)
	-Pornography and how it influences sexual behaviours and attitudes

	Year 10 (Relationships)
	-Deep Fakes and how AI can generate false pictures.
Online Safety & Awareness	Year 7
<u>Outside Agencies:</u>	-The meaning of the term 'Social Media'
Loudmouth Theatre: Calling it Out (Yr 9)	-Understanding the risks with being on the internet and on mobile phones
WCC – The Riot Act: Road Safety Speaker	-Bullying within social media and how and where to get help
	Year 8
	-The risks associated with sending material to others and the implications of the Law.
<u>Assemblies:</u>	-Causes and effects of cybercrime
-Stand Against Violence-Speaker	
	Year 9
<u>Cross-Curricular Links:</u>	-The forwarding of indecent images of anyone under the age of 18 is a crime and understanding that forwarding indecent images of anyone over the age of 18 without their consent is a crime.
IT Lessons	

Being Safe	Year 7
Outside Agencies: Loudmouth Theatre: Working for Marcus (Yr 8) Safeline Lessons on Consent	-Consent: Introduction to Consent – Seeking permission
	-Understanding about seeking permission
	Year 8
	-Consent: Avoiding Assumptions
	-Understanding what sexual pressure is and how to seek help or advice
	Year 9
	-Consent: Freedom and Capacity to Consent
	-Understanding what constitutes sexual harassment.
	-Appropriate and inappropriate touch
	-What the Law has to say about Consent
	-FGM
	Year 10

	-Consent: The role of intimacy and pleasure
	-The impact of pornography
	-Forced Marriage
	Year 11
	-Consent: Pressure, persuasion & Coercion
	-sexual violence: rape and sexual assault
	-Sextortion
Intimate and Sexual relationships including Sexual Health	Year 7
<u>Outside Agencies:</u>	Developing bodies -Puberty and emotional changes
Safeline Lessons on Consent	Developing bodies - -Menstrual wellbeing
RSHE Network – Sex Edc Roadshow	
	Year 8
<u>Assemblies (YR 7)</u>	
-Personal hygiene	-Sexual relationships and the full range of contraceptive choices.

<p><u>Cross-curricular Links:</u></p> <p>-Science-YR 7: Puberty, Reproduction, Pregnancy and Menstruation</p> <p>-PE YR 7 Intro: Personal Hygiene</p> <p>Science-Extended learning in Yr 10 SOW: Menstruation, Contraception, Sexual Reproduction, IVF, Male and Female Sex Hormones</p> <p><u>PE</u></p> <p>Sporting careers can be a way out from having a life of crime.</p>	-What is Safer Sex?
	-Understanding what an STI is, including HIV
	-Short- and Long-term impact of STI's and the facts about treatment.
	Year 9
	-The use of alcohol and drugs can lead to people taking risks in their sexual behaviour.
	-Strangulation and suffocation within sexual activity are criminal offences
	-Pornography: How this can be emotionally and physically harmful
	Year 10
	-Body Image: Deepfakes and AI Chat boxes
	-Abortion and the choices a woman can make
Year 11	
-Forced Marriage: How it is illegal in the UK	
Mental Wellbeing	Year 7

	-Anxieties/worries in coping with the transition to a Secondary School
<u>Outside Agencies:</u>	-Discussions on bullying and the different types of bullying.
Sex Education Roadshow (RSHE Network) – Year 10	
Flourish and School Counselling – Specific students chosen	Year 8
	-Boyfriend/Girlfriend relationships and the problems that come with breaking up.
	-Money issues eg. Gambling
	-People with Mental Illnesses: Attitudes to Mental Health and Promoting Emotional Wellbeing
<u>Assemblies:</u>	
Mental Health Lead – YB	Year 9
-Regular bulletins emailed	-The addiction of Pornography
	-The dangers of Vaping, Drugs and Alcohol
<u>Cross-Curricular Links:</u>	
PE YR 10: Coping with stressful situations through fitness eg. Yoga, boxercise and dance fitness	Year 10
	-Body Image: Deepfakes
	-Choices made on Euthanasia, Abortion and suicide

PE YR 11: Leadership Opportunities such as Team Captains/officiating roles in terms of refereeing.	Year 11
	-Body Image: Eating Disorders
	-Coping with Exam Stress
Physical Health and Fitness and Healthy Eating	Year 7
PE Yr 7: Fitness and Teambuilding Yr 8: Physical Fitness Yr 10: Physical Fitness and healthy lifestyle	-Understanding what a healthy diet is
	-Making choices about diet and exercise
	-Maintaining physical health
	Year 8
	-How physical health and fitness affects mental health and wellbeing
	Year 11
	-Body Image: Eating Disorders and coping with exam stress

Drugs, Alcohol, Tobacco and Vaping	Year 7
<p><u>Outside Agencies:</u></p> <p>-Warwickshire PCSO – Drugs/Alcohol</p> <p><u>Cross-Curricular Links:</u></p> <p>Science: Extended Learning in Year 9:</p> <p>Disease Transmission, Non-Communicable Disease (Bad diet, Smoking, Alcohol and Drugs Use), Good Health and Lifestyle, Prevention of Disease Transmission</p>	-Smoking and Vaping – The Facts
	Year 8
	-Drugs and Drugtaking – Facts and Fictions
	-Substance Use – Understanding Drugs
	-Substance Use – Tobacco: Risks and influences
	-Substance Use: Alcohol and Risks
	Year 9
	-Drugs – Exploring Attitudes
	-Drugs – The Law and Managing Risk
	-Drugs and their effects: Alcohol and Cannabis
	-Drugs – Managing Influence
	Year 11
-Drugs and Alcohol – Substance Use and Assessing Risk	

	-Substance Use and Managing Influence
	-Help Seeking and Sources of support
First Aid	Year 7
Outside Agencies:	-Understanding of risks in the home and within the community
-West Midlands First Aid (YR7)	

YEAR 7 PSHE CURRICULUM MAP OVERVIEW

AUTUMN TERM (SEPT-DEC)	SPRING TERM (JAN-MARCH)	SUMMER TERM (APR-JULY)
HEALTH & WELLBEING	HEALTH & WELLBEING	LIVING IN THE WIDER WORLD
<p><u>PSE: Anxieties/worries (2 lessons)</u></p> <p><i>L.O: To understand what anxiety is and how to cope with it/transition to Secondary School</i></p> <p>QDRIVE: H&W: Developing Learning Skills</p> <p>PPT 1: Thriving in School</p> <p>PPT 2: Goal Setting</p> <p><u>C/W: Your Life 1 textbook: Pg's 6-7</u></p>	<p><u>PSE: SRE - Puberty (2 lesson)</u></p> <p><i>L.O: To understand what puberty is</i></p> <p>QDRIVE: R/SHIPS: RSE Lesson Pack</p> <p>PPT 1: Puberty & Emotional changes</p> <p>PPT 2: Menstrual Wellbeing</p> <p><i>https://www.citytosea.org.uk/campaign/plastic-free-periods/rethink-periods/</i></p> <p><u>C/W: Your Life 1 textbook: Pg's 10-11</u></p>	<p><u>Economic: Pocket money, budgeting and saving (2 lessons)</u></p> <p><i>L.O: How do you handle your money?</i></p> <p>QDRIVE: LIWW: Top tips teaching about economic wellbeing</p> <p><i>EconoME: Bank of England resources</i></p> <p><u>C/W: Your Life 1 textbook: Pg's 50-53</u></p>
RELATIONSHIPS	HEALTH & WELLBEING	LIVING IN THE WIDER WORLD
<p><u>PSE: Bullying (3 lessons)</u></p> <p><i>L.O: What is bullying?</i></p>	<p><u>PSE: Eating and Exercise (2 lessons)</u></p> <p><i>L.O: What is a healthy diet?</i></p>	<p><u>PSE: Career skills in the Environment (3 lessons)</u></p> <p><i>L.O: Careers and the Environment</i></p>

<p>QDRIVE: R/SHIPS: Inclusion, Belonging & addressing extremism</p> <p>PPT 1: Valuing Diversity</p> <p>PPT 2: Understanding & Preventing Extremism</p> <p>PPT 3: Radicalisation</p> <p><u>C/W: Your Life 1 textbook: Pg's 22-23</u></p>	<p><u>QDRIVE: H&W: Health Education Lesson Pack</u></p> <p>PPT 1: Making choices about Diet & Exercise</p> <p>PPT 2: Maintaining Physical Health</p> <p><u>C/W: Your Life 1 textbook: Pg's 82-85</u></p>	<p>QDRIVE: LIWW: Environment Agency: Careers for change KS3 Lesson Pack</p> <p>PPT 1: Strengths, Skills and Attributes</p> <p>PPT 2: Setting goals at work</p> <p>PPT 3: Workplace skills</p> <p><u>C/W: Your Life 1 textbook: Pg's 102-103</u></p>
<p>LIVING IN THE WIDER WORLD</p>	<p>HEALTH & WELLBEING</p>	<p>LIVING IN THE WIDER WORLD</p>
<p><u>Citizenship: Right and Wrong (1 lesson)</u></p> <p><i>L.O: How should I behave?</i></p> <p><u>Your Life 1 textbook: Pg's 22-23</u></p>	<p><u>PSE: Smoking (2 lessons)</u></p> <p><i>L.O: Smoking – The Facts!</i></p> <p><u>Your Life 1 textbook: Pg's 32-35</u></p>	<p><u>Citizenship: Government (2 lessons)</u></p> <p><i>L.O: How is Britain governed?</i></p> <p><u>Your Life 1 textbook: Pg's 86-88</u></p>

YEAR 8 PSHE CURRICULUM MAP OVERVIEW

<p>AUTUMN TERM</p> <p>(Sept – Dec)</p>	<p>SPRING TERM</p> <p>(Jan – March)</p>	<p>SUMMER TERM</p> <p>(Apr - July)</p>
<p>RELATIONSHIPS</p>	<p>LIVING IN THE WIDER WORLD</p>	<p>LIVING IN THE WIDER WORLD</p>
<p><u>PSE: Friends and Friendships (3 lessons)</u></p> <p><i>L.O: Making Friends and problems with Friendships</i></p> <p><i>QDRIVE: RSHIPS: RSE Lesson Pack KS3-KS4</i></p> <p>PPT 1: R/Ships values</p> <p>PPT 2: Influences on r/ship expectations</p> <p>Commitment</p> <p>PPT 1: Commitment – What does it mean?</p> <p><u>C/W: Your Life 2 textbook: Pg’s 46-49</u></p>	<p><u>Citizenship: SRE – Crimes and punishments (3 lessons)</u></p> <p><i>L.O: Young people and crime</i></p> <p><u>Your Life 3 textbook: Pg’s 42-47</u></p>	<p><u>Economic: Making the most of your money (2 lessons)</u></p> <p><i>L.O: Needs and wants</i></p> <p><u>Your Life 2 textbook: Pg’s 18-21</u></p>
<p>HEALTH & WELLBEING</p>	<p>HEALTH & WELLBEING</p>	<p>LIVING IN THE WIDER WORLD</p>

<p><u>PSE: Contraception and Safer Sex (2 lessons)</u></p> <p><i>L.O: Sexual relationships</i></p> <p>QDRIVE: R/SHIPS: RSE Lesson Pack KS3-KS4</p> <p>PPT 4: Consent: Avoiding assumptions</p> <p>PPT 5: Intro to contraception</p> <p><u>C/W: Your Life 2 textbook: Pg's 76-77</u></p>	<p><u>PSE: Drugs and Drugtaking (3 lessons)</u></p> <p><i>L.O: Drugs – Facts and Fictions</i></p> <p>QDRIVE: H&W: Drug & Alcohol Edc Plans</p> <p>PPT 1: Substance use: Risks & consequences</p> <p>PPT 2: Substance use: Identifying pressure</p> <p>PPT 3: Substance use: Managing Influences</p> <p><u>C/W: Your Life 2 textbook: Pg's 10-13</u></p> <p><u>Your Life 3 textbook: Pg's 38-39</u></p>	<p><u>PSE: Gambling (3 lessons)</u></p> <p><i>L.O: The lure and the Law?</i></p> <p>QDRIVE: LIWW: Promoting resilience to Gambling</p> <p>PPT 1: How can we manage risk?</p> <p>PPT 2: How can we manage impulses and influences to gamble</p> <p>PPT 3: How can we help people who have developed problems with gambling?</p> <p><u>C/W: Your Life 2 textbook: Pg's 42-45</u></p>
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YEAR 9 PSRE CURRICULUM MAP OVERVIEW

<p>AUTUMN TERM (SEPT-DEC)</p>	<p>SPRING TERM (JAN-MARCH)</p>	<p>SUMMER TERM (APR-JULY)</p>
<p><u>PREJUDICE & DISCRIMINATION</u></p> <p>Lesson 1 – QDrive: Prejudice & Discrimination PPT What is equality Pg’s 74-75</p> <p>Lesson 2 – QDrive: To Prejudice & Discrimination – Islam PPT Discrimination because of colour and race Pg’s 76-77</p> <p>Crossteach: Prejudice & Discrimination</p>	<p>PSE: HEALTH & WELLBEING</p> <p>Lesson 1 – The dangers of Vaping</p> <p>Lesson 2 – Keeping Safe – The dangers of FGM</p>	<p><u>PSE: LIVING IN THE WIDER WORLD</u></p> <p>Addressing Pornography (Lessons 1-2 on QDrive)</p> <p>Causes and effects of Cybercrime (Lessons 1-2 on QDrive)</p>
	<p><u>RESPONSIBILITY FOR THE PLANET</u></p> <p>Lesson 1 -QDrive: Responsible for Planet – Genesis Story PPT Christian teachings about the origins of the world and humanity Pg 46</p> <p>Lesson 2 – Qdrive: Responsible for Planet PPT Responses to environmental issues Pg 52</p> <p>Crossteach: Stewardship</p>	
<p>PSE: RELATIONSHIPS</p> <p>Lesson 1 – Relationships & Sex Edc – The risks of STI’s</p> <p><u>Consent:</u></p> <p>Lesson 3 – Freedom & capacity to consent</p>		<p>EXAMS</p>

(Lessons 1-3 on QDrive)		
<i>Safeline: Consent, sexual harassment & sexting</i>		

YEAR 10 PSRE CURRICULUM MAP OVERVIEW

AUTUMN TERM (SEPT-DEC)	SPRING TERM (JAN-MARCH)	SUMMER TERM (APR-JULY)
RELIGION & HUMAN RIGHTS	PSE: HEALTH & WELLBEING	PSE: LIVING IN THE WIDER WORLD
Lesson 1 - Marriage and Marriage ceremonies Pg's 6-7 Lesson 3 - Divorce - Pg's 8-9 Crossteach: Marriage & Divorce	Lesson 1 – Testicular/Breast Cancer Lesson 2 - Body Image: Deepfakes (Lessons 1&2 on QDrive)	Lessons 1 & 2 - Job applications Lessons 2 & 3 - CV's

		SUMMER EXAMS

YEAR 11 PSRE CURRICULUM MAP OVERVIEW

AUTUMN TERM (SEPT-DEC)	SPRING TERM (JAN-MARCH)	SUMMER TERM (APR-JULY)
PSE: HEALTH & WELLBEING	PSE: RELATIONSHIPS	EXAMS
Lessons 1 – 3: Year 10-11 Drug & Alcohol (Lessons 1-3 on QDrive)	Lesson 1– Sex Edc: Forced Marriage Consent: Lessons 1 - 3 - Pressure, persuasion & coercion (All lessons on QDrive)	
<u>RELIGION, POVERTY & WEALTH</u>	<u>PSE: LIVING IN THE WIDER WORLD</u>	

<p>Lesson1 – Religion, wealth and poverty on QDrive</p> <p>Lesson 2 - Religious views of poverty & wealth Pg 34</p> <p><i>Crossteach: Poverty & Wealth</i></p>	<p>Lesson 1 – Eating Disorders – Body Image (All lessons on QDrive)</p>	
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APPENDIX C: Form to Withdraw Children from Sex Education

TO BE COMPLETED BY PARENT/CARERS			
Student Name		Tutor Group	
Parent/Carer Name		Date	
Reason for withdrawing your child from the sex education content within the RSE curriculum:			
Any other information you would like the school to consider:			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer(s) (inc. what the student will do instead)	