



03 June 2026

Re: Department for Education (DfE) statutory requirements for Relationships and Health Education (2025)

Dear Parents and Carers,

I am writing to inform you of important updates to our Relationships, Sex and Health Education (RSHE) curriculum and policy at Norbury High School For Girls.

Why we are making changes

The DfE has updated its relationships, relationships and sex and health education (RSHE) guidance which we teach in PSHE. This includes the list of expectations of what pupils should learn by the end of primary and secondary school. The guidance will come into force in September 2026 and we have been working to ensure our curriculum meets these new requirements while continuing to serve the needs of our school community.

Changes to the update guidance

The updated guidance includes new topics including:

- AI literacy
- Incel culture
- Misogyny and online radicalisation of boys
- Knife crime awareness
- Conflict resolution
- Endometriosis
- Menopause
- Understanding the healthcare system
- Deepfakes and manipulated online content
- Enhanced pornography education and the dangers of this online

What this means for your child

High quality, evidence-based teaching of relationships, sex and health education can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Everything is taught at an age appropriate level and differs from year to year.

Relationships and Sex Education Statutory Guidance

Our updated curriculum will continue to cover essential topics including:

- Building healthy, respectful relationships
- Understanding physical and mental wellbeing
- Staying safe, both online and offline
- Understanding the changes during puberty and adolescence
- Developing the knowledge and skills to make informed decisions about health and relationships

Your right to view materials and withdraw your child from sex education

We want to be completely transparent with you about what your child will be learning. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Sex education covers: human reproduction and sexual behaviour, including how human reproduction can happen, anatomy and biology, reproductive health, sexual behaviour and sexual health, risks, rights and responsibilities.

However, please note that parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. ([Relationships and Sex Education Statutory Guidance](#))

How you can get involved

We value your partnership in your child's education and wellbeing. We will be:

- **Making curriculum materials available** for you to view on our website or on request
- **Welcoming your feedback** using [this survey link](#) or by asking us questions at any time

Supporting conversations at home

We believe that effective RSHE is crucial for promoting and protecting the wellbeing of all our students, and we're committed to delivering this curriculum in a way that is age-appropriate, sensitive, and respectful of our diverse school community.

Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. (Relationships and Sex Education Statutory Guidance)

We encourage you to continue these important conversations at home, and we're here to support you in doing so.

Thank you for your continued support.

Yours sincerely,

Angharad Ryder Owen
Deputy Head
Norbury High School For Girls

Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
11+	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
12+	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, <i>personal</i> /beliefs and judgements, <i>first</i> impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and offline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, <i>behaviours</i> in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
13+	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

14+	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support
15+	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	N/A	Sleep, anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	N/A



PSHE and RHSE Policy

DRAFT

Review date: **tbc 2026**

Next review date: **tbc 2027**

Staff resp. for review: **ARO**

*This policy will be reviewed annually by the local academy committee.
The policy is approved by the local academy committee.*



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1. Aims

The aims of personal, social, health and economic (PSHE) and RSE (relationships and sex education) education in our school are to enable students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in making decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds students' resilience, skills and confidence to access support when needed.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

All legal requirements will be taught in a factual way.

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Here at Norbury High, we include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our students need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our students to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

The PSHE and RSE policy at Norbury High promotes respect and value for each individual student.

At Norbury High, we respect the right of students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Distinguishing between Relationships Education and Sex Education

- **Relationships Education** focuses on healthy relationships, families, friendships, online safety, and keeping safe. It can cover sensitive topics such as sexual violence to keep children safe, but does not involve explaining the detail of different forms of sexual activity.
- **Sex Education** covers human reproduction and sexual behaviour, including how human reproduction can happen, anatomy and biology, reproductive health, sexual behaviour and sexual health, risks, rights and responsibilities.

Parents/carers cannot withdraw their child from Relationships Education or Health Education, but can request withdrawal from Sex Education (as defined above) up until three terms before their child turns 16.

At Norbury High, we teach the elements that form part of the new legal requirement that all maintained schools are expected to have started teaching by September 2026. These subjects are designed to equip children and young people with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help

pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Lessons

Our PSHE curriculum is taught in scheduled PSHE lessons and supports young people through their physical, emotional and moral development which helps them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. As required by the Government by the end of secondary school, students will have been taught content on:

- mental wellbeing
- being safe
- online media, internet safety and harms
- changing adolescent body
- health and prevention

- healthy eating
- physical health and fitness
- basic first aid
- families
- respectful relationships, including friendships
- drugs, alcohol and tobacco
- intimate and sexual relationships, including sexual health

We ensure RSHE content is accessible to all pupils, including those with SEND, through:

- Adapted resources and materials
- Use of student passports created by the learning support team
- Adapted lesson delivery to meet individual needs
- Visual aids and practical activities where appropriate

For all aspects of PSHE, including RSE and health education see the curriculum information [on our website](#) for details about what we teach in each year/Key Stage - we may need to adapt this as and when necessary.

3.2 How we teach it

- All students are taught PSHE and RSE for one hour per week and taught by tutors and/or specialist staff
- These lessons are developed by © Jigsaw PSHE Ltd and when applicable supported by specialist outside agencies as well as through year group daily messages, assemblies and special events
- When working with external agencies and visitors:
 - We check credentials and review materials and lesson plans in advance
 - All visitors are supervised by a member of staff
 - We agree confidentiality arrangements before sessions
 - Visitors understand our safeguarding procedures and how to report concerns
 - We ensure external resources are accurate, age-appropriate, unbiased and aligned with our policy
 - We will not agree to contractual restrictions that prevent sharing materials with parents, and all external providers will be explained that this is a requirement.

PSHE is also delivered through activities which are not part of subject specific lessons:

- Assemblies
- Tutorial work
- ICT
- Student voice
- Work with outside agencies
- Educational visits and activities

- Assemblies
- Careers interviews
- Charity and fundraising initiatives
- Extracurricular activities, e.g. careers events and other key enrichment events
- Visitors are invited into school because of the particular expertise or contribution they are able to make and are supervised/supported by a member of staff at all times
- Form tutors teach their form groups; we also use outside agencies such as school nurses, the Safer Schools Police Officer and the [Daniel Spargo-Mabbs Foundation](#)
- All students are included in lessons, regardless of ability or special educational needs and/or disability; if students have a 'student passport' created by the learning support team, then the teacher will adapt the lesson to meet the needs of that particular student
- In our staff training sessions we emphasise the importance of teachers not letting their personal beliefs and attitudes influence teaching
- If teachers have concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, they should speak to the head of PSHE
- The school follows the © [Jigsaw](#) PSHE Ltd scheme of work for secondary schools
- PSHE is not an exam based subject, teachers will therefore not grade student work according to levels but will follow the school policy on reporting on the completion of work and effort that students make in their lessons and homework tasks; homework may include independent reading, conducting a survey, research or questionnaire, writing a report, gathering information, learning facts or any other relevant application

3.3 Managing questions beyond the curriculum

Pupils may ask questions about topics which go beyond our sex education curriculum or relate to sex education from which they have been withdrawn. Teachers will handle such questions sensitively by:

- Acknowledging the question and the pupil's need for information
- Signposting the pupil to speak with their parents/carers or a trusted adult
- Directing pupils to appropriate support services where needed
- Recognising that children whose questions go unanswered might turn to inappropriate sources of information, including online

Teachers receive training and support in handling such questions appropriately.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw students from non-statutory components of RSE

4.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

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 the Headteacher.

4.4 Students

Students are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity.

There is an expectation that all students fully engage in PSHE and RSE.

4.5 Parents

Parents and carers have the right to view all RSE curriculum materials and resources on request. You can access all of the Jigsaw materials we teach using this link: <https://jigsawpshe.online/parent/> using the access code. You can get this code from the head of PSHE. When sharing materials, we comply with copyright law by acknowledging authorship and requesting that parents do not copy or share content further except as authorised under copyright law.

All parents have access to the PSHE and RSE policy and are invited to give feedback directly to the school and participate with surveys and questionnaires as part of our consultation.

We proactively engage with parents/carers through surveys when developing and reviewing our RSE policy. This ensures parents understand the importance of effective RSHE for promoting and protecting the wellbeing of all children. We listen and respond to the views of parents/carers, students and staff to strengthen our policy and ensure it meets the needs of our school community.

- **Right to withdraw**

Parents/carers cannot withdraw their child from Relationships Education or Health Education, but can request withdrawal from Sex Education (as defined below) up to three terms before their child turns 16.

Sex Education covers human reproduction and sexual behaviour, including how human reproduction can happen, anatomy and biology, reproductive health, sexual behaviour and sexual health, risks, rights and responsibilities.

Parents cannot withdraw their child from sex education within the science national curriculum which includes elements such as puberty and reproduction.

A request to withdraw must be made in writing and submitted to the headteacher for consideration. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child.

From September 2026, the headteacher may refuse a withdrawal request in exceptional circumstances, such as where there are significant safeguarding concerns or vulnerabilities (e.g. due to SEND) and the pupil needs certain knowledge to keep themselves safe or be able to express what happens to them. Any such decision will be made on a case-by-case basis and discussed with parents/carers.

[Relationships, Sex and Health Education](#)

See Appendix 1: Parent form: withdrawal from sex education within RS.

5. Monitoring arrangements

The delivery of PSHE is monitored through:

- Learning walks, feedback from staff and students
- Monitoring of students' folders/books

This policy will be reviewed annually.

6. Links with other policies

This policy links to the following policies and procedures:

1. The Trust Safeguarding Policy,
2. Teaching and Learning Policy,
3. Behaviour and Anti-bullying Policy, and

Appendix 1

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Outcome	