

Relationships Education, Relationships and Sex Education & Health Education Policy

(RSHE)

Name of School: West Rainton Primary School

September 2025

Updated in line with current DfE RSHE statutory guidance.



Date policy approved/adopted	25th August 2025
Next review date	September 2026
Approved by:	Full Governing Body
Head teacher	Alison McDonough
Governor responsible for RSHE	Rev Michael Beck & Bernadette Wise
RSHE lead	Alison McDonough



Contents

1. Policy Guidance
2. Engagement and consultation process
3. RSHE Programme definition
4. Values & Principles and Elements
5. Aims and objectives.
6. Roles and responsibilities
7. Organisation and content of RSHE
8. Inclusion
9. Parents & Carers and the wider community
10. Right to be excused from sex education
11. Safeguarding, report of abuse and confidentiality
12. Monitoring and evaluation

Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2020)
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- **New** - Keeping children safe in education (KCSIE) (DfE, 2025).
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.

- Equality and Inclusion Policy
- PSHE incl. RSHE Policy (Including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non-statutory elements)
- Personal Development
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy
- Inclusion Policy

2. The engagement and consultation process has involved:

- Pupils focus groups / school council.
- Consultation and engagement with parents / carers – Remote or in person
- Review of RSHE curriculum content with staff, pupils, and parents /carers.
- Consultation with wider school community e.g., Family Health Nurses, Education Durham
- Consultation, agreement, and implementation of policy by school governors
- Half-termly briefings/reminders/resource sharing in school newsletter

3. Define your RSHE Programme

Our curriculum is fully available on the curriculum page of our school website. All resources are available for parents to see in school and many have been contributed to by parents and other stakeholders, such as lead governors.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Health Education – Physical Health and Mental Wellbeing

Changes to the Adolescent Body

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstrual well-being should be covered in Health Education and addressed before the onset of puberty. This should ensure all pupils (regardless of gender and identity) are prepared for changes they and their peers will experience, enabling pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, to tackle and reduce stigma.

All RSHE and the key topics of Physical Mental Health and Wellbeing sit within the wider programme of Personal Development, which is part of the 'hidden curriculum' in school. Personal development features in everything we do in school as every day, lesson, activity and interaction is shaping characters. It underpins our four key drivers for every subject in school and features in all of the school policies listed earlier.

We have strong links with our local secondary school to share good practice and provide smoother transition into Y7, helping us to support continuing personal development.

Pupils with special educational needs and disabilities (SEND)

Support and provision for pupils with SEND is very carefully considered in consultation with the school SENDCo and parents of individual children.

4. Principles and Values –

In addition, West Rainton Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life;
- be an entitlement for all pupils in our care;
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn;
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g., children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity;
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity, and care for each other;
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment;
- recognise that parents and carers are the prime educators in teaching their children about relationships and growing up. We aim to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times;
- recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals.

RSHE has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.

- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers, and adults, interacting online.
- how to report concerns or abuse, including *‘child on child’ abuse, and the vocabulary and confidence needed to do so.
- learning to actively seek, ask and recognise consent from others, including sexual consent. Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline)

Knowledge and Understanding

- should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- know the key facts about puberty and the changing adolescent body, which is relevant for all pupils, particularly from the ages 9 through to age 11.
- all pupils will learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about human reproduction, sexuality, gender identity, personal health, emotions, and relationships. (*Human reproduction is non statutory ‘sex education’)
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.

5. Aims and Objectives

The aim of RSHE is to provide balanced information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- Understand and recognise seeking permission, a refusal and consent.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- challenge discrimination and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including safety online and from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Roles and Responsibilities

Alison McDonough- Headteacher, safeguarding lead and RSHE lead

Rev Michael Beck and Bernadette Wise- Lead governors for RSHE

Claire Maddox- ICT and e-safety, filtering and monitoring lead

Simon Scott- lead governor for e-safety, filtering and monitoring

7. Organisation and Content of RSHE

West Rainton Primary School specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at West Rainton Primary takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question

will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

At West Rainton Primary School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to report abuse and as a school using the correct terms for the parts of the bodies listed strengthens our approach to safeguarding children and links strongly with our RSE.

Open and positive school culture

Our school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and our children experience positive healthy relationships in our school with their peers and school staff. We recognise the importance of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all with a consideration for those with a protected characteristic.

Child on Child abuse/sexual harassment and violence and RSHE

Our school recognises that children are vulnerable to and capable of abusing their peers, including sexually. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2025**. This school is committed to taking a proactive and preventative approach to all abuse in schools and protect pupils from serious harm. Teaching staff will maintain an attitude 'it could happen here'. In an age and stage appropriate way topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful relationships and appropriate language, communication and behaviour are covered through a spiral curriculum. This school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

8. Inclusion

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment. Please see our Equality policy for further information.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural, and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence. Where possible the RSHE curriculum will be adapted to suit, 'not changed' to ensure all pupils can have access to the same curriculum.

Gender, Identity and Sexual Orientation.

We aim to deal sensitively and honestly with regard of sexual orientation, gender or trans identity and answer appropriate questions and offer support, including alongside parents/carers and other professionals. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them.

No one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

9. Working with parents/carers and the wider community

Here at West Rainton Primary School, we believe the role of parents in the development of their children's understanding about relationships is vital. We will engage with parents to help make certain they understand the RSHE provision taught. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development, for example NHS choices page.

10. Right to be excused from Sex Education

Parents have the right to request that their child can be withdrawn from some parts of sex education, delivered as part of the RSHE programme, however there is no right to withdraw from the statutory relationships or health education. At West Rainton Primary, we only teach the statutory science and RSHE elements so there is no ambiguity about when and what children can be removed from.

Alternative arrangements and purposeful education would need to be made in such cases. Parents will be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity

when needed. Please see the school website to access further RSHE information and websites to support any discussions at home.

11. Safeguarding reports of abuse and confidentiality

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>

12. Monitoring and Evaluation of RSHE

Assessment is carried out where appropriate, for example, at the start, to gather the baseline knowledge and at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor progress and impact throughout the delivery of the RSHE

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Appendices:

You will find our scheme of learning below. For more detail please look at the PSHE incl. RSHE section of the website and/or come in and talk to the subject lead.

West Rainton Primary School

PSHE incl. RSHE thematic programme of
study
2025-26



Health and Wellbeing

- The importance of and how to maintain personal hygiene
- About growing and changing and responsibilities that increasing independence may bring.
- To recognise they share a responsibility in keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' or 'I'll tell'.
- The names for main parts of the body including external genitalia.



Nursery & Reception

Relationships

- To identify their special people (family, friends, caregivers) and what makes them special. How special people should care for each other.
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- To recognise how their behaviour affects other people.
- The difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.



Living in the wider world

- That people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, understanding the need to return things that are borrowed)
- That they belong to various groups and communities such as family and school.
- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- How to contribute positively to the life of the classroom.



Health and Wellbeing

- Healthy lifestyles- exercise, eating, rest, dental health.
- About maintain good personal hygiene- responsibility to stop germ spread for themselves and others.
- To learn from experiences, celebrate their strengths and set simple but challenging goals.
- Understand about change and loss and associated feelings- moving house, losing toys, family, friends or pets dying.
- Recognise that some household products, including medicines can be dangerous if not used properly.
- Recognise people who care for them and what good care looks like. Being able to voice their feelings and know where to get help if needed.



Year 1

Relationships

- Communicate feelings to others, recognise feelings in others and how to respond.
- Learn the difference between secrets and nice surprises. Importance of speaking out about anxieties or discomfort if being asked to keep a secret.
- Identify special people, how special people should care for each other and discuss what makes a family in a range of forms.
- Share opinions on things that matter and explain them to other members of the class.
- Identify and respect differences and similarities between people.



Living in the wider world

- Help construct and agree to follow class and group rules- understand how these rules help them.
- Recognise way in which they are all unique- knowing that there never has been and never will be another 'them'.
- Learn about what improves and harms their local environment and how they can help conserve energy.
- Learn that money comes from a range of sources and that it can be used for different purposes- concepts of spending and saving. Know how to keep money safe and understanding what influences money



Health and Wellbeing

- Making healthy lifestyle choices both physical and emotional- understand that choices have good and not so good consequences.
- Learn about good and not so good feelings- have vocabulary to describe feelings and strategies to manage them.
- Process of growing from young to old- how people's needs change and how responsibility increases alongside independence.
- Know body part names, including external genitalia. Understand body similarities and differences between boys and girls.
- Responsible ICT use, online safety, road safety, bike safety and safety in the environment- electrical, water, fire safety.
- Challenge stereotypes and talk about how girls and boys can be good at the same tasks.
- Understand what is meant by privacy in a range of contexts. Importance of respecting others' privacy.



Relationships

- How behaviour affects others. Knowing what is fair/unfair, kind/unkind. Know when someone is being unkind to them, how to respond, who to tell.
- Learn that people's bodies and feelings can be hurt and that consent plays a huge role in our play and interactions.
- Listen to others, play and work cooperatively. Strategies to resolve simple conflicts. Giving others supportive and constructive feedback.
- Judge what kind of physical contact is appropriate/inappropriate/unacceptable and uncomfortable and how to respond.
- Different types of teasing and bullying and these are wrong and unacceptable.

Living in the wider world

- Help construct and agree to follow class and group rules- understand how these rules help them.
- People and other living things have rights and that we all have responsibilities to protect those rights.
- Learn that they belong to a variety of groups and communities.
- Special people who work in the community and are responsible for looking after them and protecting them.



Health and Wellbeing

- Recognise opportunities and develop skills to make own choices over food- benefits of eating a balanced diet.
- Learn what is meant by the term 'habit' and why habits can be hard to change.
- Reflect on achievements, identify strengths and areas for improvement, set high aspirations/goals.
- Recognise they may experience conflicting emotions and know when to listen to these and overcome these.
- Understand rules about school health and safety and emergency first aid.
- Recognise people who are responsible for helping them stay healthy and safe. How they can help these people keep them healthy and safe.



Year 3

Relationships

- Recognise and respond to a wider range of feelings in others.
- Recognise what constitutes a healthy, positive relationship. Recognise different types of relationship; acquaintance, friends, relatives, family.
- That actions affect themselves and others.
- Understanding consent in a range of forms- the importance of using 'no' and accepting 'no'.
- Work collaboratively towards shared goals.
- Realise nature and consequences of discrimination, teasing, bullying and aggressive behaviours. How to recognise bullying and abuse in all forms including dares and prejudice online or in person.



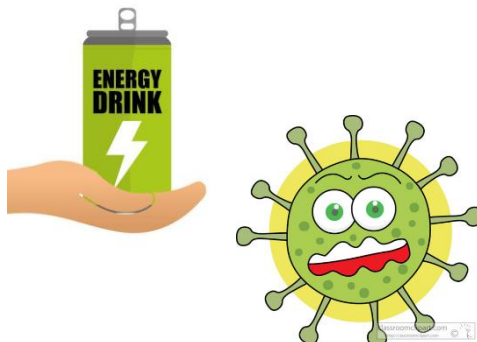
Living in the wider world

- Research, discuss and debate topical issues that matter to them and offer views to appropriate people.
- To learn what being part of a community means- recognise roles of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- Know they have different kinds of responsibilities at home, school, in the community and towards the environment. Develop skills to exercise those responsibilities.
- Begin learning about money management skills- critical consumer.



Health and Wellbeing

- Understand what positively and negatively affects their physical, mental and emotional health. Understand how to make informed choices for a balanced lifestyle.
- Learn which, why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety. That some are restricted and some are illegal to own, use and give to others.
- Bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Online safety- protecting personal information.



Relationships

- Understand the concept of keeping something confidential or secret and when it is safe and appropriate to do so.
- Explore further, consent in a range of forms and understand that consent is a continual process and can be withdrawn.
- Learn to recognise and manage 'dares'.
- Judge what kind of physical contact is acceptable and unacceptable and how to respond.
- Develop strategies to resolve conflicts and disputes through negotiation and appropriate compromise.
- Listen and respond appropriately to a wide range of people, developing confidence to give own views, recognise and care about others' feelings and respect, and if necessary, constructively challenge views of others.



Living in the wider world

- Appreciate the range of national, regional, religious and ethnic identities in the UK.
- Consider the lives of people living in other places and people with different values and customs.
- Economic choices affect individuals. That resources can be allocated in different ways that can affect individuals, communities or the environment.
- Learn about the role of money- being a critical consumer.
- Develop an understanding of the terms 'loan', 'debt', 'interest' and 'tax'.



Health and Wellbeing

- Know which, why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) could damage immediate and future health and safety. Know that some are legal, some restricted and some illegal to buy, own or supply to others.
- Learn what has positive and negative effects on physical, mental and emotional health (including the media)
- How their body will, and their emotions may change as they approach and move through puberty.
- Recognise when they need help and develop skills to ask for it. Develop techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or that they think is wrong.
- Differentiate between the terms 'risk', 'danger' and 'hazard'.



Relationships

- Listen and respond respectfully to a wide range of people, feel confident to raise concerns.
- Know that actions have consequences and practice collaborative working through negotiation, compromise and giving feedback.
- Explore further, consent in a range of forms and understand that consent is a continual process and can be withdrawn.
- Develop understanding of child on child abuse, the impact it can have and how to report it.
- Develop strategies to resolve conflicts and disputes through negotiation and appropriate compromise.
- Listen and respond appropriately to a wide range of people, developing confidence to give own views, recognise and care about others' feelings and respect, and if necessary, constructively challenge views of others.



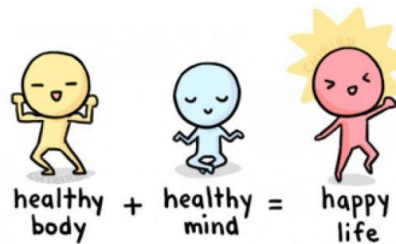
Living in the wider world

- Appreciate the range of national, regional, religious and ethnic identities in the UK.
- Consider the lives of people living in other places and people with different values and customs.
- Economic choices affect individuals. That resources can be allocated in different ways that can affect individuals, communities or the environment.
- Learn about the role of money- being a critical consumer.
- Develop an understanding of the terms 'loan', 'debt', 'interest' and 'tax'.
- Discuss and debate health and wellbeing issues such as; changing rules or laws, antisocial behaviour, respecting and resolving differences.



Health and Wellbeing

- Recognise how their increased independence brings increased responsibility to keep themselves and others safe.
- Recognise how images seen in the media and online do not always reflect reality and can affect how people feel about themselves.
- Understand how their body will, and emotions may change as they move through puberty.
- Learn about human reproduction and the roles and responsibilities of parents.
- Understanding their rights to protect their own body.
- Understand the importance of menstrual wellbeing and feel comfortable in use of resources in school.
- Understand how to make informed choices (including recognising that choices have positive, neutral or negative consequences) and begin to understand the concept of a balanced lifestyle.
- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people they know, the media and online.



Year 6

Relationships

- Realise the nature and consequences of discrimination, teasing, bullying, and aggressive behaviours (including cyber-bullying, trolling, prejudice-related language) and how to respond and ask for help. Know that this is also known as child on child abuse.
- Recognise different types of relationships including those between relatives, friends, acquaintances and families.
- Recognise that differences and similarities between people arise from a number of factors including; family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.
- Recognise when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage.
- Recognise acceptable and unacceptable physical touch, personal boundaries and the right to privacy.
- Understand the power of giving and seeking consent in a range of forms. Understand consent changes and can be withdrawn.

Living in the wider world

- Research, discuss and debate topical issues that concern their health and wellbeing or that of the environment and offer their views to relevant people.
- Explore and critique how the media present information.
- Understand The Equality Act 2010 and its role in creating an equitable society for all. Know the 9 protected characteristics and understand their rights and responsibilities in challenging prejudice and discrimination.
- Understand enterprise and set up an enterprise.

