RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Introduction and definitions

This policy covers the teaching of Relationships, Sex and Health Education (RSHE) at Shirley High School. These subjects are statutory (meaning the school has a legal duty to deliver them) from September 2026 and this policy has updated to reflect the new RSHE Guidance released in July 2025. RSHE is delivered as part of the Personal Development curriculum at Shirley High School; full details of the Personal Development curriculum are available on our website.

We define **relationship education** as teaching students about positive relationships, with a focus on friendships, family relationships, and relationships with other students and adults.

Students will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on primary education, students will be taught about different kinds of relationships, including intimate and sexual relationships; how to recognise when a relationship is harmful or unhealthy; about physical, sexual and emotional health; and about how to manage their online lives. Learning will reflect the fact that families can take many forms, and will be sensitive to the varied backgrounds that students may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). Teachers will take care that students are not stigmatised due to their home circumstances.

Students will learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. Students will learn about positive emotional wellbeing, as well as how to recognise when they are at risk or abuse and exploitation. We will ensure that students know how to seek help if they feel they need to. Students will explore the concept of consent and this will underpin our entire programme.

Relationships education will reflect the fact that many students spend time online and the curriculum now places a heightened emphasis on the complexities of online life. They will learn about how to recognise and manage the risks associated with social media, such as the legal and emotional consequences of sharing images, the impact of pornography, and how media can distort perceptions of body image and relationships.

The **sex education** element of RSE will look at topics such as contraception, the facts around pregnancy, sexual health and how lifestyle choices can affect fertility. Its aim is to ensure that, as adults, students enjoy happy, consensual sexual lives in a way that safeguards their health and wellbeing.

Health education aims to teach students to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Students will learn how physical and emotional health are linked and can affect each other. They will learn about sexually transmitted infections, substance misuse, and the facts about pregnancy and parenthood.

Students will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health. Students will learn about menstruation, and girls will be helped to manage their periods.

Many aspects of this curriculum overlap and a single topic can cover elements of relationships, health and sex education. A full list of the topics covered in both primary and secondary education are shown in the appendix.

Rationale

There have been huge changes in society and technology which mean there is a need to update the way we teach our students to negotiate the world in which they are growing up. It is important to recognise

that students live in a diverse, rapidly-changing world; Personal Development is designed to equip them to deal with this as well as helping them to form happy, healthy relationships throughout their lives.

Principles

Ensuring Age Appropriate RSE

We subscribe to the PSHE association (https://pshe-association.org.uk/) which provides guidance and resources based on statutory guidance to ensure everything taught is age appropriate.

We will use the tool at Appendix 2 - provided by the PSHE Association - when selecting a topic or resource to check that it is age-appropriate. It may be necessary to deliver a topic earlier than planned in response to students' needs – for example, if there is a need to respond to local or national events that are causing concern. Similarly, we may need to repeat a lesson with older pupils if we feel that they need more help in understanding it.

Staffing

The Assistant Principal - Personal Development is responsible for overseeing Personal Development, including RSE and Health Education, at Shirley High School.

Personal Development will be delivered by form tutors, using the Wellio platform.

Tutors are an effective choice for teaching PSHE because:

- They are likely to have a good knowledge of the class and their backgrounds, and can therefore tailor the lessons to best meet the students' needs;
- Tutors can quickly identify students who need more help with an aspect of the subject, or who may be vulnerable and need additional support.

Where it is not possible for Personal Development to be delivered by the form tutor, it will be delivered by another appropriately trained member of staff. All staff teaching Personal Development will receive regular training and the delivery of the subject will be quality assured by the the Assistant Principal – Personal Development in line with the Performance Management Policy.

We will sometimes invite external agencies to deliver specific lessons or activities. All external agencies invited into the school to deliver Personal Development will be quality assured and appropriate safeguarding checks conducted.

Curriculum

See Appendix 1 for a list of the topics that we will teach in Relationships and Sex Education and Health Education. The list is taken from the Government guidance on what schools are expected to teach in this part of the curriculum.

All Personal Development curriculum maps and medium-term plans will be available on our school website.

Right to withdraw students from lessons

There is no right to withdraw from Relationships education. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if students are to grow up into happy and healthy adults.

Parents of students in secondary schools do have the right to request that their child is withdrawn from sex education that is delivered as part of statutory Relationships and Sex Education. However, from three terms before their 16th birthday, a child can decide for themselves that they want to take part in sex education and in these cases the child's request will be granted. In the context of the Shirley High School

Personal Development curriculum, we consider sex education to apply to the sex education drop-down session delivered by Croydon Health undertaken by students in year 9 in the Spring term.

Parents who do wish to withdraw their child from sex education should contact the Principal to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Principal to explain the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the conversation, but such requests will be granted and students provided with an alternative, supervised place to work whilst sex education is being delivered.

Lesbian, gay bisexual and transgender (LGBT)

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must ensure that we comply with the relevant provisions of the Equality Act 2010 and The Equality Act 2010.

Any teaching on LGBT issues will be sensitive and age appropriate in approach and content, just like any other topic. At the point at which schools consider it appropriate to teach their pupils about LGBT, we will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

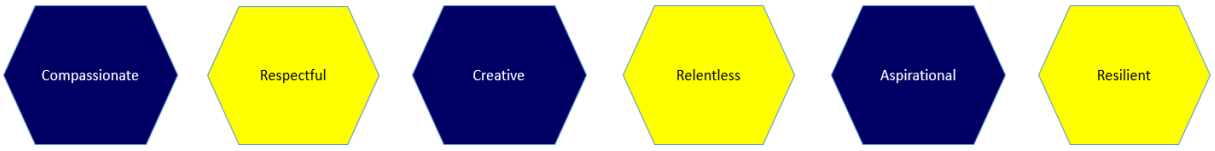
Lessons are designed to be inclusive of all sexual orientations and gender identities, ensuring that LGBT content is integrated naturally into the program of study.

We explore a wide range of family structures, including single-parent families, foster carers, and LGBT parents, to ensure every pupil feels represented.

Review and consultation

This policy will be reviewed every year. It will be reviewed by the governing body and the Principal, in consultation with parents and staff. This will take the form of circulation by email of the draft policy and updated curriculum documents followed by the opportunity to submit comments through a survey and follow up conversations as required.

We want all at SHS to believe in and maintain the values of our school:



Appendix 1 - Relationships Education, Relationships and Sex Education (RSE) and Health Education

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	● That there are different types of committed, stable relationships. ● How these relationships might contribute to wellbeing, and their importance for bringing up children. ● 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. ● That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. ● That forced marriage and marrying before the age of 18 are illegal. ● How families and relationships change over time, including through birth, death, separation and new relationships. ● 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. ● 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	● 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. ● 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. ● 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. ● What tolerance requires, including the importance of tolerance of other people's beliefs. ● 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.

	● 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. ● Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. ● 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. ● 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. ● 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. ● 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. ● 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.

Online and media	● Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 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. ● 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. ● 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. ● 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. ● 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. ● 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. ● 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.

	● That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. ● 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. ● 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. ● How information and data is generated, collected, shared and used online. ● 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). ● 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. ● 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.
Being safe	● 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. ● 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. ● 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. ● 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 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. ● 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. ● 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. ● The concepts and laws relating to sexual violence, including rape and sexual assault. ● 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. ● The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. ● The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ● The concepts and laws relating to forced marriage. ● 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. ● 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. ● 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. ● 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.

Intimate and sexual relationships, including sexual health	● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. ● 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. ● 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 family values. That kindness and care for others require more than just consent. ● 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. ● That some sexual behaviours can be harmful. ● 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. ● 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. ● 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 ● The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. ● How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. ● How and where to seek support for concerns around sexual relationships including sexual violence or harms. ● 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.

Mental wellbeing	● How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ● 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. ● 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. ● 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. ● How to critically evaluate which activities will contribute to their overall wellbeing. ● 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 courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. ● 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. ● 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.

Wellbeing Online	● 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. ● 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. ● 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. ● The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. ● 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. ● The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. ● 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	● 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. ● Factual information about the prevalence and characteristics of more serious health conditions. ● That physical activity can promote wellbeing and combat stress. ● The science relating to blood, organ and stem cell donation.
Healthy eating	● How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. ● The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. ● The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol and tobacco	● 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. ● The law relating to the supply and possession of illegal substances. ● 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 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. ● The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. ● The dangers of the misuse of prescribed and over-the-counter medicines. ● 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. ● The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention	● Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. ● 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. ● How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. ● The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. ● 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. ● 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.

	● 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. ● 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. ● 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.
Personal Safety	● 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). ● How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. ● How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. ● Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. ● 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). ● The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid	● Basic treatment for common injuries and ailments. ● Life-saving skills, including how to administer CPR.11 ● The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	● The main changes which take place in males and females, and the implications for emotional and physical health. ● The facts about puberty, the changing adolescent body, including brain development. ● 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. ● The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women

Appendix 2 - Age appropriate checklist for RSHE

This checklist should be used when deciding on when to deliver a particular topic or activity as part of Personal Development in our school. It can also be used when choosing resources. Staff may also wish to use the resource checklist that is also available.

Consider:	Yes	Comment
GREEN – almost certainly age-appropriate, but consult SLT if unsure		
The topic/activity uses language and images that the students will understand		
The topic/activity matches the students' physical and emotional development (NB: this may not always match their chronological age)		
The topic/activity complements other aspects of the curriculum being followed by the students		
The topic/activity matches the learning objectives for the lesson and scheme of work		
The topic/activity is being delivered to prepare students for a physical or social change they are expected to experience within the next 6 months (eg puberty or transition to secondary school)		
AMBER – may need discussion with SLT or parents before teaching begins		
The topic/activity is being taught earlier than planned as there is a need to respond to questions from the students (NB be aware that questions may indicate a need for a safeguarding investigation)		
The topic/activity is being taught earlier than planned as there is a need to respond to local or national events that the students are aware of, or as a response to bullying, homophobia etc.		
The topic/activity is designed for older students but is being taught to a younger group because they are reaching puberty early or have shown other indications that they need understanding of the issue		
The topic/activity is designed for younger students but is being taught to an older group because the students need additional support in understanding this subject		
RED – do not proceed without permission from SLT and consent from parents		
The topic/activity includes images or descriptions of sexual acts, pornography, crime etc. (In secondary schools this may be relevant to the lesson but should only be used if agreed by the Head of Personal Development)		

The topic/activity normalises unhealthy or harmful behaviours and attitudes without offering balanced information about risks and protective measures		
The topic/activity stigmatises or is hostile towards a particular group		
The topic/activity raises attitudes such as racism, sexism or homophobia without explaining that these are unacceptable or considering ways to counter these ideas		
The topic/activity gives inaccurate, unsafe or biased information		