Mulberry
Academy Hastings

Relationships, Sex & Health Education (RSHE) Policy

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1.	Statement of Intent: aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive opportunities but also challenges and risks. Pupils need to know how to be safe and healthy, how to manage their academic, personal and social lives in a positive way, and how to build respectful relationships rooted in equality, dignity and care.

Mulberry Academy Hastings recognises RSHE as a statutory entitlement for all pupils. This policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the Department for Education, including the revised guidance for introduction from 1 September 2026. The academy will have regard to the statutory guidance and will keep this policy under annual review.

Our RSHE curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils; prepare pupils for the opportunities, responsibilities and experiences of later life; and safeguard pupils by equipping them with the knowledge, language and skills to recognise and respond to risk.

At Mulberry Academy Hastings, RSHE is underpinned by the academy's values and by a commitment to inclusion, anti-racism, mental health, respectful relationships, healthy masculinity, critical thinking and online safety. The curriculum is designed to reflect the needs of our local community and to respond to emerging issues, including racism, misogyny, harmful online content, pornography, deepfakes, coercive and abusive behaviours, and the mental health needs of all pupils, including boys and young men.

- develop understanding of healthy, respectful and safe relationships, including friendships, family relationships, intimate relationships and online relationships;
- develop accurate, age-appropriate knowledge about sex, sexuality, sexual health, puberty, contraception, STIs and where to access support;
- recognise abusive, coercive, exploitative or controlling behaviours and know how to seek help within the law and through trusted adults;
- understand consent, boundaries, privacy and personal safety in both offline and online contexts;
- challenge racism, misogyny, homophobia, transphobia, ableism and all forms of prejudice and discrimination;
- think critically about algorithms, influencers, pornography, deepfake images, social media, misinformation, news bias and online radicalisation;
- support mental wellbeing, emotional literacy, resilience, help-seeking and safe peer support;
- promote positive role models, healthy masculinity and respectful behaviour, without shaming any group of pupils;
- provide a safe classroom framework in which sensitive issues can be explored objectively, respectfully and within the law.

The academy fully respects the legal right of parents/carers to request withdrawal from sex education within RSHE, other than sex education contained in the National Curriculum for science, as set out in section 9 of this policy.

2.	Policy development and consultation

The RSHE programme is developed by the Head of PSHE / Personal Development Lead in conjunction with senior leaders, safeguarding staff, teachers, pupils and parents/carers. The curriculum is designed to reflect statutory requirements, the needs of pupils, local safeguarding intelligence and the culture of the local community.

- parents/carers are invited to review the draft policy and curriculum information;
- parents/carers are informed about how to access curriculum information and may request to view RSHE curriculum materials, including materials used by external providers, in line with statutory guidance and copyright requirements;
- student voice is gathered through surveys, school council, pastoral feedback and lesson evaluation;
- staff are consulted on curriculum sequencing, training needs and safeguarding themes;
- the curriculum is mapped against DfE statutory outcomes and the PSHE Association Programme of Study;
- the academy will inform parents/carers of any significant changes to RSHE content and will ensure parents/carers are aware of planned sex education content in advance;
- the policy is reviewed annually, with interim updates where emerging safeguarding risks require a response, such as online harms, sexual harassment, misogyny, racism or exploitation.

Once amendments have been made, the policy is shared through the appropriate academy governance route and ratified in line with academy and Trust procedures.

3.	Definition of RSHE

RSHE is about the emotional, social, physical and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, mental wellbeing, online life, diversity and personal identity. RSHE involves a combination of factual information, skills development and the exploration of values and attitudes. RSHE is not about the promotion of sexual activity.

RSHE includes statutory Health Education for all pupils, including mental wellbeing, internet safety and harms, physical health, healthy lifestyles, prevention, basic first aid and the changing adolescent body.

4.	Curriculum organisation

RSHE is taught primarily through the PSHE / Personal Development curriculum. Biological aspects of RSHE are taught through the science curriculum and relevant aspects may also be reinforced through computing, PE, citizenship, tutor time, assemblies and pastoral provision.

The curriculum is planned as a spiral programme so that pupils revisit key concepts with increasing depth, maturity and complexity. The academy may adapt the curriculum in response to pupil need, local safeguarding priorities, new statutory guidance or emerging risks.

RSHE is part of the academy's wider Personal Development offer and is embedded throughout academy life. Pupils experience consistent, age-appropriate messages through PSHE/RSHE lessons, tutor time, assemblies, curriculum subjects, behaviour and restorative conversations, pastoral support, safeguarding work, rewards, enrichment, student leadership opportunities, trips, visiting speakers and everyday interactions with staff. This ensures that PSHE is not experienced as a single weekly lesson, but as a consistent thread running through the culture, routines and relationships of the academy.

Staff reinforce shared language around respect, equality, consent, safety, wellbeing, responsibility, inclusion, healthy relationships and help-seeking. Rewards, recognition and enrichment opportunities are used to celebrate the behaviours, attitudes and contributions that reflect the academy's values and the aims of the PSHE/RSHE curriculum.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Key Stage 3 provision includes explicit teaching on belonging, anti-racism, mental health, boys' emotional wellbeing, healthy masculinity, harmful gender norms, misogyny and positive masculinity, online influence, algorithms, pornography literacy, deepfakes, coercive and abusive behaviours, consent, positive role models, critical thinking and news literacy. External experts may be invited to support delivery where appropriate. They are used to enhance, not replace, the planned curriculum. The academy remains responsible for the content and quality of RSHE, including any teaching delivered by external visitors. The academy will check the credentials of visitors, review lesson plans and resources in advance, ensure materials are accurate, age and stage appropriate, inclusive and unbiased, and agree safeguarding procedures before delivery. Materials used by external providers will be made available to parents/carers on request, in line with statutory guidance and copyright requirements.

5.	Training of staff

19. Staff delivering RSHE receive appropriate training as part of induction and the academy's continuing professional development programme.
20. Staff receive refresher training annually to ensure they are confident with curriculum content, statutory guidance, safeguarding procedures and sensitive classroom practice.
21. Training includes responding to disclosures, managing controversial or discriminatory comments, teaching about racism and misogyny, teaching about pornography and online harms, and

supporting pupils with mental health concerns. Training also supports staff to use consistent language across academy life, including in tutor time, assemblies, behaviour conversations, pastoral interactions, rewards and enrichment. This helps pupils receive consistent messages about respect, safety, equality, wellbeing, consent, responsibility and help-seeking.

22. Staff are supported to answer questions sensitively, factually and within the boundaries of the law, academy policy and safeguarding guidance.
23. The Principal may invite appropriate professionals, such as school nurses, mental health practitioners, safeguarding partners or sexual health professionals, to provide staff support or training.

6.	Delivery of the programme

24. Across all year groups, age-appropriate and developmentally appropriate resources may include diagrams, written scenarios, discussion activities, case studies, videos, books and practical tasks.
25. Resources are selected with sensitivity to pupils' age, maturity, SEND needs, cultural background and prior experiences. Resources will be accurate, age and stage appropriate, inclusive and unbiased. Inappropriate or sexually explicit images will not be used as teaching resources.
26. Pupils are protected from accessing inappropriate online material during learning activities. Relevant arrangements are set out in the academy's Online Safety and Acceptable Use policies.
27. Teachers establish clear ground rules for discussion, including no personal disclosures, respectful language, the right to pass and signposting to trusted adults.
28. Teachers answer questions honestly and sensitively. Where a question is inappropriate for whole-class discussion, the teacher may respond privately, defer the answer or refer to safeguarding staff.
29. The programme is inclusive of all pupils, including girls, boys, transgender pupils and non-binary pupils, and is planned so that pupils with SEND and EAL can access the learning.
30. Lessons promote self-esteem, empathy, critical thinking, personal responsibility and safe help-seeking.

7.	Roles and responsibilities

7.1 Trustees / governance

The Trustees and/or delegated governance body hold the Principal to account for the implementation of this policy and ensure that the academy meets statutory responsibilities.

7.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently and effectively across the academy and for managing requests to withdraw pupils from sex education within RSHE, where applicable.

7.3 Staff

- deliver RSHE in a sensitive, inclusive and objective way;
- model positive attitudes to RSHE, equality and respectful relationships;
- monitor pupil understanding and progress;
- respond to the needs of individual pupils;
- follow safeguarding procedures where concerns arise;

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- respond appropriately where parents/carers request withdrawal from sex education within RSHE;
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE should discuss these with the Principal or relevant senior leader;
- reinforce shared PSHE/RSHE language and expectations through lessons, tutor time, assemblies, behaviour conversations, pastoral support, rewards, enrichment and everyday interactions with pupils;
- use rewards and recognition to celebrate behaviours that reflect the academy's values, including respect, kindness, responsibility, inclusion, resilience and positive contribution to the community;
- challenge harmful language, stereotypes, prejudice and discrimination consistently, in line with the Behaviour, Anti-Bullying, Safeguarding and Equality policies.

7.4 Pupils

Pupils are expected to engage with RSHE and, when discussing sensitive issues, to treat others with dignity, respect and sensitivity.

8.	Assessment

31. The academy has high expectations of the quality of pupils' work and engagement in RSHE, as for other curriculum areas.
32. Assessment is used to check understanding, inform teaching and identify where pupils may need additional support.
33. Assessment activities may include baseline questions, exit tickets, scenario responses, reflection tasks, knowledge checks and student voice activities.
34. The quality of RSHE teaching and learning is monitored through curriculum review, lesson visits, work scrutiny, pupil voice and the academy's monitoring, evaluation and review cycle.

9.	Working with parents/carers and the right to withdraw

Mulberry Academy Hastings recognises that parents/carers are the first educators of their children and that effective RSHE is strengthened by positive communication between home and school. Parents/carers will be informed about the content of the RSHE curriculum and consulted when this policy is reviewed. This policy will be published on the academy website and a copy will be provided free of charge to anyone who requests one. Parents/carers may request to view RSHE curriculum materials, including materials used by external providers. The academy will ensure parents/carers are aware of planned sex education content in advance and will provide clear information about what can and cannot be withdrawn from.

Parents/carers have the legal right to request that their child be withdrawn from some or all of the sex education delivered as part of RSHE, except for sex education included in the National Curriculum for science. There is no right to withdraw from Relationships Education, Health Education, PSHE more broadly, or science curriculum content.

A request for withdrawal should be made in writing using the form in Appendix 4. The Principal, or a delegated senior leader, will discuss the request with parents/carers and, where appropriate, with the pupil to ensure that the wishes of the pupil are understood. Once those discussions have taken place, withdrawal will be granted except in exceptional circumstances, up to and until three school terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the academy will make arrangements to provide it during one of those terms.

Where a pupil is withdrawn, the academy will ensure that they receive appropriate, purposeful education during the period of withdrawal.

10.	Equal opportunities, inclusion and protected characteristics

Mulberry Academy Hastings complies with equality legislation and respects the rights of all pupils and staff, regardless of protected characteristics. The RSHE curriculum is taught sensitively and inclusively, avoiding derogatory or prejudicial language and actively challenging discrimination.

- The curriculum reflects diversity in relationships, families, cultures, communities and identities.
- Teaching challenges stereotypes, including those relating to sex, gender, race, religion or belief, sexual orientation, disability and class.
- Teaching is accessible for pupils with SEND and EAL, with reasonable adjustments made where necessary.
- The curriculum supports anti-racism, challenges misogyny, promotes healthy masculinity and addresses harmful attitudes encountered online and offline.
- Staff take care not to stigmatise pupils because of family circumstances, faith, culture, personal identity, gender, sexuality, disability, care experience, poverty or any other aspect of background.

11.	Confidentiality and safeguarding

Confidentiality cannot be promised in RSHE lessons. Pupils are reminded that if a member of staff is concerned that a pupil is at risk of harm, or that someone else may be at risk, the concern must be shared with the Designated Safeguarding Lead or safeguarding team in line with the academy's safeguarding procedures.

Staff follow the academy's Child Protection and Safeguarding Policy and the latest Keeping Children Safe in Education guidance. Concerns are recorded and escalated using the academy's agreed safeguarding systems.

Pupils are signposted to trusted adults and appropriate support services, including pastoral staff, the safeguarding team, school nurse, mental health support and relevant external agencies.

12.	Bullying, harassment and peer-on-peer abuse

The academy's Anti-Bullying, Behaviour, Online Safety and Safeguarding policies should be followed where pupils experience bullying, harassment, sexual harassment, racism, misogyny, homophobia, transphobia, ableism, online abuse or any other harmful behaviour connected to RSHE themes.

The curriculum explicitly teaches pupils to recognise harmful behaviour, including coercion, control, sexual harassment, abuse, racism, misogyny, bullying and online harm. Pupils are taught safe bystander strategies and how to report concerns.

13.	Statutory requirements

As a secondary academy, Mulberry Academy Hastings must provide Relationships and Sex Education and Health Education to all pupils, in accordance with section 34 and 35 of the Children and Social Work Act 2017 and the relevant education legislation. The academy must have regard to statutory guidance issued by the Secretary of State under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The academy will have regard to the DfE statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, including the revised guidance for introduction from 1 September 2026. The academy will also consider relevant statutory safeguarding guidance and the Equality Act 2010 when planning and delivering RSHE.

14.	Monitoring and review

The Principal monitors the implementation and impact of RSHE on an annual basis. The Principal will give serious consideration to consultation feedback, student voice, safeguarding information, curriculum evaluation and evidence of impact.

Consultation with pupils and parents/carers will be conducted regularly to support review of the curriculum and ensure it remains responsive to emerging needs.

This policy will be reviewed annually by the Principal, or sooner if the RSHE curriculum is amended in response to stakeholder consultation, emerging themes, changing pupil needs, local safeguarding concerns or new legislation and guidance. The next review date is September 2027.

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Appendix 1. KS3/KS4 PSHE/RSHE curriculum overview

The academy's KS3 PSHE/RSHE curriculum is designed as a spiral programme with explicit focus on mental health, anti-racism, healthy masculinity, online harms, pornography literacy, deepfakes, algorithms, coercive and abusive behaviours, positive role models and critical thinking.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Belonging, Identity and Respect Transition, identity, racism, exclusion, banter vs harm.	Friendship, Peer Pressure and Positive Role Models Healthy friendships, group pressure, loyalty and role models.	Mental Health and Emotional Literacy Feelings, stress, sleep, loneliness, help-seeking.	Digital Life, Algorithms and Online Influence Group chats, gaming, influencers, algorithms, image pressure.	Puberty, Bodies, Boundaries and Respect Puberty, body image, privacy, boundaries, everyday consent.	Critical Thinking, News and Online Safety Clickbait, fake news, rumours, edited images, AI content.
Year 8	Community, Prejudice and Belonging Local identity, racism, xenophobia, class prejudice, allyship.	Mental Health, Coping and Boys' Emotional Wellbeing Low mood, emotional masking, man up, anger, help-seeking.	Harmful Gender Norms, Misogyny and Positive Masculinity, vulnerability, positive male role models.	Relationships, Boundaries, Consent and Coercion Consent, jealousy, control, manipulation, early warning signs.	Internet, Pornography, Image-Sharing and Deepfakes Pornography literacy, sextortion, AI/deepfake images, consent online.	Critical Thinking: Algorithms, Influencers and the News Echo chambers, conspiracy theories, misogynistic/racist content, news bias.
Year 9	Racism, Power, Identity and Social Justice Everyday and structural racism, hate crime, online radicalisation.	Mental Health, Masculinity, Risk and Help-Seeking Depression, anxiety, isolation, risk-taking, support plans.	Sex, Consent, Pressure and Healthy Relationships Readiness, consent, contraception, STIs, harassment, abuse warning signs.	Pornography, Misogyny, Algorithms and Online Harm Objectification, influencers, algorithmic rabbit holes, deepfake sexual imagery.	Coercive Control, Abuse and Positive Relationship Models Coercive control, stalking, domestic abuse, grooming, equality and repair.	Critical Citizenship, Voice and Culture Change Student voice, anti-racism charter, positive masculinity campaign.

Priority issue	Year 7 foundation	Year 8 development	Year 9 deeper learning
Harmful gender norms, misogyny and positive masculinity	Introduce harmful messages such as boys do not cry; explore kindness and respect.	Examine status, shame, anger, misogyny and positive male role models.	Link harmful masculinity with control, harassment, abuse, online misogyny and mental health risk.
Internet: pornography, deepfakes and algorithms	Explore online influence, edited images, algorithms and digital footprints.	Teach pornography literacy, image-sharing, sextortion, AI/deepfake images and consent online.	Explore pornography, objectification, deepfake sexual imagery, misogyny and algorithmic rabbit holes.
Coercive or abusive behaviours and positive role models	Establish boundaries, privacy and safe/unsafe secrets.	Identify early warning signs such as jealousy, pressure, isolation and manipulation.	Teach coercive control, stalking, harassment, domestic abuse, exploitation and positive relationship models.
Critical thinking: algorithms, social media and news	Distinguish fact, opinion, rumour, edited content and trustworthy sources.	Explore echo chambers, influencers, conspiracy theories, racist/misogynistic content and news bias.	Analyse radicalisation, online manipulation, media stereotypes, misinformation and civic responsibility.
Mental health	Build emotional vocabulary, self-esteem, sleep, anxiety awareness and help-seeking.	Explore coping strategies, boys' emotional masking, loneliness, shame, anger and peer support.	Address depression, anxiety, isolation, risk-taking, masculinity and safe help-seeking.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Project Evolve:** Online identity, body image, autonomy, influencers, pornography, virtual influencers, AI and identity. **30-min PSHE Life Lessons:** Mental health, self-esteem, body image, emotional regulation, stress, anxiety, healthy coping strategies and help-seeking.	**Project Evolve:** Online reputation, digital footprint, private content resurfacing, future careers and challenging harmful online behaviour. **30-min PSHE Life Lessons:** Careers, employability, aspirations, workplace expectations, personal presentation and goal-setting.	**Project Evolve:** Online relationships, consent online, respectful communication, coercive or controlling digital behaviour and getting help. **30-min PSHE Life Lessons:** Healthy relationships, consent, sexual pressure, harassment, boundaries, contraception, STIs and accessing sexual health support.	**Project Evolve:** Misinformation, fake news, fake websites, propaganda, conspiracy theories and reporting illegal online content. **30-min PSHE Life Lessons:** Equality, prejudice, anti-racism, misogyny, homophobia, healthy masculinity, extremism, community safety and challenging harmful views.	**Project Evolve:** Online wellbeing, harmful groups, trusted health information, self-diagnosis and self-medication. **30-min PSHE Life Lessons:** Physical health, sleep, nutrition, exercise, drugs, alcohol, vaping, dependency, peer pressure and safer choices.	**Project Evolve:** Privacy, personal data, data collection, device security, remote deletion and Creative Commons. **30-min PSHE Life Lessons:** Personal safety, first aid, road safety, mobile phone use near roads, exploitation, county lines, knife crime and reporting concerns.
Year 11	**Project Evolve:** Positive online self-promotion, professional online presence, employment prospects, social norms and online identity. **30-min PSHE Life Lessons:** Careers, applications, interviews, CVs, workplace rights, professional conduct and managing future responsibilities.	**Project Evolve:** Illegal online behaviour, online bullying in education/workplace settings and challenging harmful behaviour. **30-min PSHE Life Lessons:** Adult relationships, consent, coercive control, stalking, domestic abuse, sexual violence, forced marriage, FGM and support routes.	**Project Evolve:** Big data, data analytics, political and commercial targeting, digital personality, disinformation, gaslighting and online influence. **30-min PSHE Life Lessons:** Citizenship, democracy, voting, media literacy, equality law, protected characteristics, prejudice, hate crime and civic responsibility.	**Project Evolve:** Online gambling, gambling marketing, debt, unsafe online products, age restrictions and online consumer risks. **30-min PSHE Life Lessons:** Financial education, budgeting, wages, payslips, tax, banking, credit scores, debt, Buy Now Pay Later, renting, bills and consumer rights.	**Project Evolve:** Data protection, hacking, network security, VPNs, firewalls, monitoring and data backups. **30-min PSHE Life Lessons:** Health independence, GP and sexual health services, contraception recap, STI testing, pregnancy choices, fertility, mental health support and medical consent.	**Project Evolve:** Copyright theft, plagiarism, protecting work and academic/professional consequences. **30-min PSHE Life Lessons:** Leaving school safely, managing change, exam stress, alcohol and drugs, spiking, travel safety, workplace safety, support networks and next-step planning.

Priority issue	Year 10 Project Evolve	Year 10 30-min PSHE Life Lessons	Year 11 Project Evolve	Year 11 30-min PSHE Life Lessons
Mental health and wellbeing	Explores how online content, social groups and online health advice can affect wellbeing.	Teach stress, anxiety, depression, self-esteem, coping strategies, sleep, healthy routines and help-seeking.	Links wellbeing to online identity, reputation, bullying, gambling, data pressure and online harm.	Prepare pupils for exam pressure, independence, support networks, managing change and knowing when to seek professional help.
Relationships, consent and abuse	Covers online consent, assumed consent, coercive digital behaviour and controlling use of technology.	Teach real-life relationships, boundaries, consent, sexual pressure, harassment, contraception, STIs and support services.	Covers illegal online behaviour and online bullying in adult, workplace and education contexts.	Teach adult relationships, domestic abuse, coercive control, stalking, sexual violence, forced marriage, FGM and reporting routes.
Internet: pornography, AI, algorithms and influence	Covers pornography, body image, influencers, virtual influencers, AI identity and targeted online content.	Teach body confidence, healthy masculinity, misogyny, sexual expectations, peer pressure and respectful relationships.	Covers online self-promotion, identity, digital reputation, big data, data analytics and targeted influence.	Teach professional identity, employment expectations, media literacy, equality, prejudice and civic responsibility.
Critical thinking, misinformation and online safety	Covers fake news, fake websites, fake reviews, propaganda, conspiracies and reporting illegal content.	Teach extremism, prejudice, hate crime, community safety and how to challenge harmful narratives safely.	Covers disinformation, gaslighting, political targeting, commercial targeting and ethical use of data.	Teach democracy, voting, rights, responsibilities, critical citizenship and recognising manipulation in wider society.
Financial capability and gambling	Touches on online influence, purchasing choices and targeted content.	Teach budgeting, wants and needs, consumer choices, scams, saving and financial decision-making.	Covers online gambling, debt, gambling marketing, unsafe online products and age-related access laws.	Teach wages, payslips, tax, credit, debt, Buy Now Pay Later, renting, bills, pensions, consumer rights and gambling harms.
Physical health, substances and safety	Covers online health advice, self-diagnosis and risks of online health sources.	Teach sleep, nutrition, exercise, alcohol, drugs, vaping, dependency, first aid, road safety and exploitation.	Covers online consumer safety, age-restricted content and risks linked to gambling/alcohol/drug-related online content.	Teach healthcare independence, sexual health services, medical consent, spiking, travel safety, workplace safety and managing risk after leaving school.
Careers, reputation and future pathways	Covers digital footprint, online reputation and the long-term impact of online behaviour.	Teach employability, aspirations, workplace expectations, personal presentation and goal-setting.	Covers positive online self-promotion for employment, college and university applications.	Teach CVs, interviews, apprenticeships, college transition, workplace rights, equality at work and professional conduct.

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Appendix 2. Overview of sex and relationship education in science

- In Key Stage 3 science, pupils learn about organs and organ systems, including the reproductive organ system.
- Pupils learn about reproduction in humans, including the structure and function of the male and female reproductive systems, the menstrual cycle, gametes, fertilisation, gestation and birth.
- In Key Stage 4 science, pupils learn about communicable disease and STIs, and about hormones, the menstrual cycle and contraception as part of relevant science units.
- Other relevant content, such as meiosis, genetic inheritance, growth curves, sex cells and related content, is covered throughout the science curriculum.
- Computing and tutor time reinforce online safety; PE promotes physical health and healthy lifestyles.

Appendix 3. DfE secondary RSHE outcomes summary

By the end of secondary school, pupils should know about the following broad areas. The academy's planned curriculum maps to these statutory outcomes and is reviewed annually.

Topic	Pupils should know about
Families	Different types of committed, stable relationships; marriage and other long-term relationships; parenting; how to judge whether relationships are safe and where to seek help.
Respectful relationships, including friendships	Positive friendships, boundaries, privacy, consent, conflict, stereotypes, bullying, coercive control, sexual harassment and sexual violence, equality and protected characteristics.
Online and media	Rights and responsibilities online, sharing material, harmful content, pornography, indecent images, reporting online issues and how information and data are generated, collected, shared and used online.
Being safe	The concepts and laws relating to consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM, and how to seek help.
Intimate and sexual relationships, including sexual health	Healthy intimate relationships, sexual health, fertility, contraception, pregnancy choices, STIs, alcohol/drugs and risky sexual behaviour, sexual pressure and access to advice and treatment.
Health education	Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

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Appendix 4. Parent/carer form: withdrawal from sex education within RSHE

To be completed by parents/carers

Name of child:	
Tutor group / class:	
Name of parent/carer:	
Date:	
Reason for requesting withdrawal from sex education within RSHE:	
Any other information you would like the academy to consider:	
Parent/carer signature:	

To be completed by the academy

Date request received:	
Discussion held with parent/carer on:	
Agreed actions from discussion:	
Alternative education arrangements during withdrawal:	
Decision / approval:	
Staff member signature:	

References and linked policies

- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, including revised guidance for introduction from 1 September 2026.
- Education Act 2002; Education Act 1996; Children and Social Work Act 2017; Equality Act 2010.
- Latest Keeping Children Safe in Education guidance.

Mulberry Academy Hastings Child Protection and Safeguarding Policy; Online Safety Policy; Behaviour Policy; Anti-Bullying Policy; Equality Policy; SEND Policy; Mental H, Rewards Policy; Careers Policy; Attendance Policy; Tutor Time Programme; Assembly Programme.

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