



Relationships, Sex and Health Education in Secondary Education (Statutory)

Approved: Summer 2026

Date of Next Review: Summer 2027

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

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1. Aims

The aims of relationships and sex education (RSHE) at The Roseland Multi Academy Trust schools are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct words to describe themselves and their bodies. We encourage using accurate biological and medical terms rather than slang. This helps students talk clearly and confidently about their bodies, feelings, and any health concerns they may have.

2. Statutory Requirements

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. We must also have regard to our legal duties set out in Section 404 and 407 of the Education Act 1996 and part 6, chapter 1 of the Equality Act 2010.

The Public Sector Equality Duty as (set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Our secondary schools provide RSHE to all students as per Section 34 of the Children and Social Work Act 2017.

This policy has been comprehensively revised to meet the strict legal requirements of the September 2026 Statutory Relationships, Sex, and Health Education (RSHE) guidance, tracking directly against the DfE Personal Development Inspection Framework.

At The Roseland Academy, Treviglas Academy and Falmouth School we teach RSHE as set out in this policy. Please also see our Funding Agreement and Articles of Association for further information.

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE)
- The Trust Safeguarding and Child Protection Policy
- The Behaviour Policy
- The Online Safety Policy
- The Equality and Diversity Policy

The delivery of RSHE forms an important part of the Trust's wider safeguarding responsibilities and contributes to the prevention of abuse, exploitation, harassment and discrimination.

3. Policy Development

To make sure our policy works for every school in the Trust, we consult with all our local communities. Each academy shares its specific curriculum plans, timetables, and the local experts they work with (such as YZUP Cornwall). All feedback from parents, staff, and students is collected through a central Trust system, allowing the Board of Governors to see a clear and complete picture of everyone's views.

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all Trust staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to forward their views and comments on the policy.
4. Student consultation – we investigated what exactly students want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculums are set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online. We ensure RSE fosters gender equality and LGBTQ+ equality by discussing a broad range of relationships to reflect the society in which we live.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

Within our secondary schools, RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Ethics & Philosophy education. Students also receive stand-alone sex education sessions delivered by a trained health professional such as a School Nurse, Education and Wellbeing Specialists from Brook or Barnardos. Each secondary school is an Operation Encompass school and works in partnership with Devon & Cornwall Police to educate and empower young people with knowledge around healthy relationships. Our designated teachers for Children in Care and SENDCo are able to deliver bespoke education sessions for students with personal, educational or health needs when necessary.

Safeguarding and Managing Disclosure Boundaries

Building trust is vital for keeping our students safe. While we create a supportive space for these lessons, staff must explain to students that they cannot keep secrets if they are worried about a child's safety or wellbeing. If a student starts to share something personal, the teacher will use a kind and supportive script to help them speak with the right person in the school's safeguarding team:

To ensure every child is supported, any concerns or disclosures must be recorded on MyConcern by the end of the school day. If a child is in immediate danger, staff must speak directly to the Designated Safeguarding Lead (DSL) straight away. Students will always be guided towards our trusted school staff and our simple systems for reporting concerns.

In our secondary schools, RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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

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

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We use external experts (like YZUP) to add value to our lessons, not to replace them. All guest speakers are carefully checked, briefed on what they can and cannot say, and are always supervised by a teacher. Their sessions must match our school's medical and factual approach and should point students towards reliable sources of help, like the NHS or well-known charities.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate.
 - Are in line with pupils' developmental stage.
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say.
 - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
 - Inform all external organisations that the schools is legally obliged to share all content with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

They will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

7. Roles and responsibilities

7.1 The Trust Board

The Trust Board will approve the RSHE policy, and hold the Headteachers to account for its implementation.

7.2 Headteachers

Each Headteacher is responsible for ensuring that RSHE is taught consistently across their school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE.

- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result content to the schools designated safeguarding lead.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Headteacher.

7.4 Students

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

8. Parents' right to withdraw

Parents of children in our primary schools do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the relevant Headteacher.

Alternative work will be given to students who are withdrawn from sex education.

Parents of children in our secondary schools have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the relevant school will arrange this.

Please note that by law, parents cannot withdraw their children from Relationships Education or Health Education. This includes important topics like mental health, staying safe from self-harm, body image, and understanding the law around drugs and alcohol.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the relevant Headteacher.

The Headteacher will discuss any request for withdrawal with parents and, where appropriate, with the pupil, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

In exceptional circumstances, and having considered the specific needs, age and vulnerability of the pupil, the Headteacher may determine that it is not appropriate for the pupil to be withdrawn from particular elements of sex education. Any such decision will be made on a case-by-case basis, taking account of safeguarding responsibilities and the best interests of the child.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

Each Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

Within our secondary schools the delivery of RSHE is monitored through:

Learning Walks during PSHE, EPR and science lessons.

- PSHE and science work scrutiny.
- Student Voice Surveys – including The Wellbeing Measurement Framework with HeadStart Kernow.
- Thoughtful planning and delivery of PSHE sessions.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1 Curriculum

Part 1

1. Accurate and Age-appropriate language

Our source materials actively dismantle peer slang and colloquialisms. Lessons use age-appropriate language while ensuring that pupils learn and confidently use accurate medical, scientific and legal terminology. Staff are required to scaffold and benchmark precise psychological, anatomical, and legislative terms (e.g., *Dermatillomania*, *Trichotillomania*, *the ABC CBT cognitive loop*, *Polycystic Ovary Syndrome*, and *the UK Misuse of Drugs Act 1971*).

2. Safeguarding and managing disclosures

No lesson operates in isolation from the Trust's safeguarding framework. Every student booklet incorporates clear **Trust Help Indices**, routing students systematically to verified internal assets (**Trusted Adults, School Nurse Drop-In Triage, Incident Reporting Forms**) and objective national platforms (**NHS Every Mind Matters, Mind Charity, Childline, Kooth**). Staff must execute the non-negotiable trauma-informed script to manage disclosure boundaries, ensuring all disclosures or behavioral anomalies are logged via **MyConcern** before the conclusion of the teaching period.

3. Parent withdrawal rights

The curriculum clearly distinguishes between statutory Relationships and Health Education and those elements of Sex Education from which parents may request withdrawal in accordance with current legislation. This ensures that schools can provide clear information to parents and apply withdrawal requests consistently and fairly. The policy and curriculum maps draw an absolute legal boundary between *Sex Education* (Relationships Strand: select Year 10/11 modules with a qualified right to withdraw up to three terms before age 16) and *Relationships and Health Education*. There is **no legal right to withdraw** from any module designated under Relationships or Health mandates, including youth safety laws, mental distress awareness, vaccines, personal hygiene, and the neurobiology of substance misuse.

Part 2: Curriculum Review

The following table documents the unified curriculum body covered by all secondary schools in the Trust. It tracks the themes chronologically, detailing the core knowledge, specific 2026 statutory adherence, reading age thresholds, and verification reference codes.

Key Stage 3: Foundational Concepts & Peer Boundaries

Year & Term	Core Strand	Lesson Topic and What Students Will Learn	Statutory 2026 Adherence Framework	Key Vocabulary and Terms
Year 7 Autumn	Health & Wellbeing	Puberty, Physiology & Hygiene: Biological map detailing secondary sexual characteristics, endocrine activity, emotional regulation adjustments, and normal menstrual health timelines.	Fulfills DfE requirements on adolescent biological development; counters peer myths with accurate diagrams and scientific explanations. Directs to the universal Menstrual Products Provision infrastructure.	Target RA: <i>11–12 Years</i>
Year 7 Spring	Relationships	Foundations of Healthy Connections: Characteristics of positive friendships, identifying relationship 'red flags', active bystander choices, consent baselines, and evaluating diverse stable family structures (nuclear, single-parent, foster, guardian).	Complies with mandatory Relationships Education guidelines by framing "respecting 'no' as non-negotiable" and highlighting stable family formats.	Target RA: <i>11–12 Years</i>

Year 7 Summer	Living in the Wider World	Civic Rights & Emergency Care: Exploration of the 5 core British Values, the Protected Characteristics under the Equality Act, Needs vs. Wants, and basic life support (practical chest compression rates and community defibrillator mapping).	Satisfies statutory public health obligations for basic first aid capability and early civic participation frameworks.	Target RA: 12 Years
Year 8 Autumn	Health & Wellbeing	Identifying physical and psychological indicators of stress, coping strategies, the impact of lifestyle choices on internal body networks, and media literacy ("fake news" analysis).	Builds emotional self-care toolkits and teaches pupils to evaluate online medical information critically.	Target RA: 12–13 Years
Year 8 Spring	Relationships	Resolving conflict within peer groups, managing online relationships, countering social pressures, and the normalization of transitional loneliness during Key Stage 3 social shifts. Challenging sexism, gender stereotypes and discriminatory language. Understanding how stereotypes can affect opportunities, relationships and wellbeing. Image-Based abuse, Deep Fakes	Targets online safety updates, identifying peer exploitation frameworks, and cultivating personal resilience.	Target RA: 12–13 Years

Year 8 Summer	Living in the Wider World	Active citizenship, Equality vs. Equity, advertising persuasion tactics, financial scam awareness, rights when stopped by the police, and the long-term implications of a criminal record. Enforces a First Aid retention loop (unconscious casualty tracking and AED voice prompts).	Integrates economic well-being objectives with statutory safety training and life-saving skill preservation.	Target RA: 13 Years
Year 9 Autumn	Health and Wellbeing	Public health infrastructure vs. personal health, sedentary lifestyle risks, understanding thoughts, feelings and behaviours understanding how healthy habits can improve wellbeing and reduce stress	Implements psychological terminology to enhance pupil pupil understanding of internal emotional processing.	Target RA: 14 Years
Year 9 Spring	Relationships	Stable Setups & Consent Boundaries: Romantic relationship criteria, long-term caregiving paths, co-parenting legal setups, single parenthood by choice, and identifying toxic relationship patterns. Recognising sexual harassment, understanding why it is never acceptable, challenging harmful behaviour and	Satisfies statutory guidance on long-term commitments, marriage diversity, and domestic abuse prevention.	Target RA: 13–14 Years

		understanding reporting routes both in school and beyond. AI generated content, Deep Fakes, Online Misogyny		
Year 9 Summer	Living in the Wider World	Careers, Future Pathways and Reproductive Choices Portfolio careers, skill auditing, workplace resilience, and reproductive health options (clinical IVF success measures, egg freezing considerations, and UK surrogacy legal boundaries).	Meets 2026 secondary criteria by delivering factual, medically objective data regarding human reproduction.	Target RA: <i>14 Years</i>

Key Stage 4: Advanced Bioethics, Forensic Law, and Exit Readiness

Year & Term	Core Strand	Source Booklet Unit & Targeted Knowledge Blueprint	Statutory 2026 Adherence Framework	Disciplinary Literacy Target

Year 10	Health & Wellbeing	Mental Health & Substance Law: Apps and mental health, digital platform costs and fees, and teaching how to use CBT-ABC loops to counter automatic negative thoughts. Emotional dysregulation, self-harm awareness (handling <i>Dermatillomania</i> and <i>Trichotillomania</i>), and School Nurse Drop-In triage paths. Immunisation history , countering public health misinformation, and the self-cleaning microbiome vs. commercial hazards. Full understanding of the <i>UK Misuse of Drugs Act 1971</i> (possession vs. intent to supply), and neurochemical dopamine downregulation. Augmented by YZUP Cornwall's Youth Addaction Service.	Fulfills the advanced, non-withdrawable Health mandate. Integrates clinical health pathways with localized specialist enforcement agencies.	Target RA: <i>14 to 16+ Years</i>
Autumn				

Year 10 Spring	Relationships	Sexual Health, Pornography & Informed Choices UK legal notification parameters (28 days' notice), registration pathways, and distinct procedural rules separating marriage from civil partnerships to challenge the "common-law marriage" myth. Pornography industry risks, synthetic expectations, online image sharing, and coercion laws. Impartial pregnancy options (natural conception variables, IUI, IVF, co-parenting, and UK adoption regulations). Contraception, STI Prevention and Sexual Health Services	Identifies the explicit boundaries of <i>Sex Education</i>, detailing withdrawal channels while providing legally sound relationship instruction.	Target RA: <i>14–15 Years</i>
Year 10 Summer	Living in the Wider World	Financial Security & Prevent Mandate: Payslip architecture, tax codes (PAYE), credit card interest risks, parsing text to expose media bias, and radicalization/extremism prevention pathways (identifying grooming tactics and utilizing the national counter-terrorism reporting mechanism).	Satisfies Counter-Terrorism civic requirements, Prevent duties, and consumer financial capability criteria.	Target RA: <i>15 Years</i>

Year 11 Autumn	Health & Wellbeing	Reproductive Health and Staying Safe : Resilience training to challenge negative thinking patterns; sleep architecture profiling to manage cognitive load during examinations. Analysing the physical and social impacts of binge drinking and acute alcohol poisoning. Explicit medical exploration of complex reproductive health conditions including Endometriosis and Polycystic Ovary Syndrome (PCOS), with navigation mapping for adult gynecological triage.	Directly prepares students to navigate independent adult clinical healthcare networks and exit Key Stage 4 with protective medical knowledge.	Target RA: <i>16+ Years</i>
Year 11 Spring	Relationships	Effective Parenting & Exploitation Prevention: Long-term parenting responsibilities, child developmental milestones, the emotional and financial demands of stable caregiving, preventing teenage pregnancy, and identifying Child Sexual Exploitation (CSE) and toxic relationship loops. Recognising equality, respect, communication and shared responsibility in adult relationships. Understanding coercive control, domestic abuse and routes to support.	Hits core parenting, child welfare, and child protection statutory objectives prior to secondary school exit.	Target RA: <i>16 Years</i>

Year 11	Living in the Wider World	Preparing for Life After School : Financial planning, student loan mechanics, workplace discrimination law (<i>Equality Act 2010</i>), and professional codes of conduct.	Equips leaving cohorts with protective knowledge of civic, employment, and legislative rights in post-16 domains.	Target RA:
Summer				16+ Years

Part 3: Localised School Implementation Models

1. Falmouth School and Treviglas Academy: The Spiral Curriculum

- **Operational Execution:** Falmouth School and Treviglas Academy deploy a chronological, single-booklet termly architecture. The school year is clean-cut: Autumn belongs exclusively to Booklet 1 (Health & Wellbeing), Spring belongs to Booklet 2 (Relationships), and Summer belongs to Booklet 3 (Living in the Wider World). Each year students revisit the same three topics and build on their previous knowledge ensuring this is a spiral curriculum.
- **Rationale:** Students are not required to switch focus between diverse domains week-by-week. It allows for clear baseline and post-unit tracking, with data points captured at the end of each term. It enables the schools to roll out single-strand informational sheets and invite targeted external expert enrichment providers (such as **YZUP Cornwall's Youth Addaction Service** in the Autumn term) to align with a single theme.

2. The Roseland Academy: Integrated curriculum model

- **Operational Execution:** The Roseland Academy possesses a higher frequency of dedicated PSHE hours. It covers the exact same core Trust content but however uses an Integrated model.
- **Pedagogical Rationale:** The Roseland Academy splits its weekly or fortnightly hours to run strands side-by-side (e.g., executing Rotation A for Health and Rotation B for Relationships concurrently across Autumn and Spring). This configuration allows the school to weave inter-connected strands together in real-time—such as teaching the biological realities of pubertal hormones . alongside peer boundary management and emotional literacy within friendships .
- **Contextual Deep-Dives:** The additional curriculum time is used to provide extended case-study and legal clinics.

Part 4: Quality Assurance and Master Consultation Alignment

This multi-school delivery framework ensures that while implementation methods match local operational realities, **the quality of education and statutory compliance remains unified across the Trust.**

All our schools use the same online form for parent feedback, which ensures that all comments reach the Trust leaders directly. This helps us maintain high standards across the Trust while respecting the individual ways each school works with its students and community.

Appendix: External Speaker & Specialist Provider Framework

The Trust collaborates with a selection of external speakers, clinical specialists, and community partners to enrich our Personal, Social, Health, and Economic (PSHE) and RSHE curricula. All external contributors are subject to the Trust's vetting procedures and safeguarding checks. Delivery is strictly mapped against statutory guidance to ensure age-appropriateness, clinical accuracy, and alignment with the Equality Act 2010.

Academy-Specific Delivery Profiles

Falmouth School

Relationships & Safety

- Barnardo's (Year 9): Intensive, evidence-based Healthy Relationships Programme covering healthy boundaries, relationship frameworks, and domestic abuse laws over a 3-session intensive model.
- Local Fire and Rescue Service (Universal): Seasonal public safety, hazard management, and emergency response frameworks.

Health, Wellbeing & Substance Misuse

- YZUP (Cornwall Addaction Youth Service) (Years 9, 10): Continuous, multi-year substance misuse risk, drug awareness, and addiction resilience education.
- Man Down (Universal): Localised male mental health intervention workshops focusing on breaking down barriers to emotional expression.
- Georgia's Voice (Universal): Specialised young women's mental health on-site support circles focusing on community emotional resilience.

Financial Literacy & Citizenship

- The Bank of England (Year 10): Macroeconomic masterclasses and advanced financial risk vector briefings to build real-world economic literacy.
- Local MP & Falmouth Town Council (Universal): Experiential citizenship and British values, anchored by the annual Falmouth Youth Council Day and residencies to the Houses of Parliament.

The Roseland Academy

- Relationships & Statutory Health

- Brook (Years 8–11): Clinical sex and identity education, sexual health, and relationship risks, pressures, and behaviours. Features structural, small-group pre-teaching sessions for SEND cohorts across all secondary phases.
- Empower Periods (Key Stage 4): Targeted physical health, hygiene dignity, and menstrual literacy sessions.
- Mental Health & Substance Misuse Resilience
 - Kooth (Years 7–9): Digital mental health support orientations focusing on kindness, community relations, and emotional wellbeing.
 - YZUP (Cornwall Addaction Youth Service) (Years 8–11): Continuous, multi-year substance misuse risk, drug awareness, and addiction resilience education delivered by targeted youth workers.
 - SCADA (Cornwall Substance Misuse Service) (Years 10, 11): Advanced drug awareness and clinical intervention matrices for senior cohorts.
 - Alcoholics Anonymous (AA) (Key Stage 4): Lived-experience recovery workshops focusing on dependency, substance abuse, and addiction resilience.
- Financial Literacy & Next Steps
 - Nationwide Building Society (Years 7, 8): Practical "Money Matters" workshops covering foundational financial literacy, banking awareness, and fiscal habits.
 - Falmouth University (Years 7, 8, 10, 11): Higher education familiarity, route planning, student finance, budgeting, and post-16 option workshops designed to break down regional insulation.

Treviglas Academy

- Health, Wellbeing & Inclusion
 - Brook (Universal): Clinical sex and identity education, sexual health, and relationship risks, pressures, and behaviours.
 - Cornwall Partnership NHS Foundation Trust (Universal): Clinical governance, operational oversight, and expert-led support frameworks for physical and mental health
 - NHS Mind and Body Project (Universal): Early-intervention workshops focusing on emotional regulation, mental wellbeing, and targeted self-harm prevention.
 - Cornwall Pride (Universal): Expert-led workshops on inclusion, protected characteristics under the Equality Act 2010, and challenging identity-based discrimination.
- Regional Safety & Citizenship
 - RNLI (Universal): Contextual physical safety training, coastal survival, and open-water rip-current awareness tailored explicitly to the Cornish peninsula geography.
 - Sustrans (Universal): Active travel transit safety programmes to promote sustainable, safe regional commuting patterns across Cornwall.
 - Local MP (Universal): On-site civic literacy panels, British values education, and democratic accountability sessions.
- Character, Literacy & Environment
 - Bugslife Wildlife talks (Universal): Environmental stewardship, entomology (Buglife Kernow), and ecology frameworks tied directly into student character development.

- The Padstow Bookseller (Universal): Community literacy engagement programmes designed to foster reading-for-pleasure initiatives across all cohorts.

Appendix 2: By the end of secondary school students should know

Families	● That there are different types of committed, stable relationships. ● How these relationships might contribute to human happiness and their importance for bringing up children. ● What marriage is, including their legal status eg that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● Why marriage is an important relationship choice for many couples and why it must be freely entered into. ● The characteristics and legal status of other types of long-term relationships. ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice). ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● What constitutes sexual harassment and sexual violence and why these are always unacceptable. ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● What to do and where to get support to report material or manage issues online. ● The impact of viewing harmful content. ● That specifically sexually explicit material eg pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● How information and data is generated, collected, shared and used online.
Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● 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. ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available. ● The facts around pregnancy including miscarriage. ● That there are choices in relation to pregnancy (with medically and legally accurate, 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/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

	● How the use of alcohol and drugs can lead to risky sexual behaviour. ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	