Unity Schools Partnership

Parent Information Evening:

How we will follow the new statutory guidance for teaching Relationships and Sex Education (RSHE)

Tuesday 23rd June 2026

SYBIL ANDREWS ACADEMY

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Agenda

Overview of RSHE (Relationship, Sex and Health Education)- DFE guidance
What the guidance means for you as parents
RSHE lesson content at our school
How we manage questions for students
Any questions from parents

How do children learn about relationships?

Family

School

Media influence

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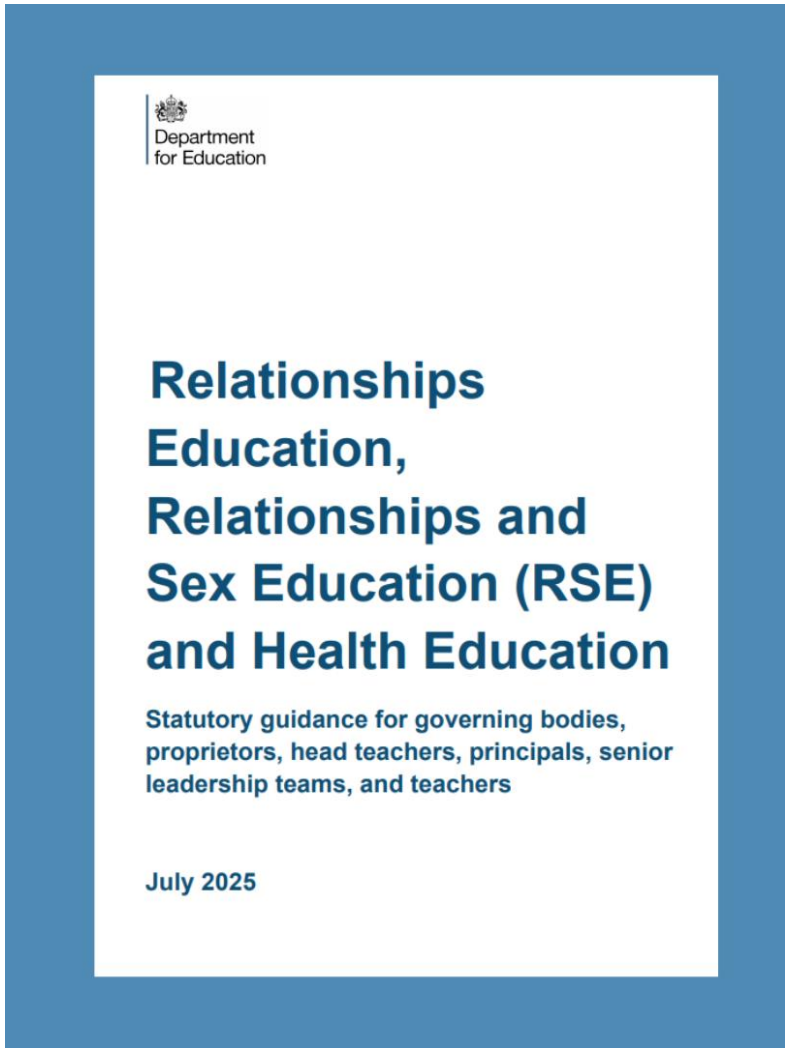
In our RSHE lessons…

Safeguarding-age appropriate content, accurate information

Environment -safe and supportive, a place to ask questions, a place to address common issues and discuss worries, the chance to see and celebrate what healthy and happy relationships look like

Knowledge- to recognise when relationships are not healthy, how to find out more, where to go for help

Statutory in September 2026



Curriculum Content

1. Relationships and Sex Education

Curriculum Content

2: Health and Wellbeing Education

‘RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies’

(Paragraph 32)

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SECONDARY: RELATIONSHIPS AND SEX EDUCATION

Greater focus on skills and more explicit detail expanding on areas listed in previous guidance

Families
e.g. that common-law marriage is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children; information on civil partnerships.

Respectful relationships
e.g. impact on others in public spaces, tolerance, positive relationship with self, mysogyny, online influence (including pornography and subcultures, e.g. incel).

Being safe
e.g. consent and ethical behaviour, unsafe relationships, sexual violence and harrassment, personal safety, domestic abuse virginity testing/hymenoplasty, strangulation, more direction on pornography

Intimate and sexual relationships
e.g. importance of seeking accurate guidance and information; use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PEP)

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SECONDARY: ENHANCED DIGITAL SAFETY FOCUS

- AI generated images including deepfakes and nude/semi-nude content
- Online scams and fake websites
- Gaming risks, gambling and fraud awareness
- Sextortion and image-based abuse
- Subcultures influencing sexual ethics, misogynistic influencers and ‘incel’ culture alongside positive masculinity approaches
- The risks associated with viewing online content relating to self- harm, suicide, violence

‘Effective RSE focuses on respect for oneself and others and **does not normalise early sexual experimentation**. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.’ (Paragraph 33)

Statutory Content

- Families
- Respectful Relationships
- Online Safety and awareness
- Being Safe
- Intimate and sexual relationships, including sexual health

Part of Statutory Education-Safeguarding

The following topics are considered to be essential for the safeguarding of all young people as they grow into adulthood, and are therefore not part of the Jigsaw definition of Sex Education:

- Sexting and sextortion
- Pornography – when discussing the receiving of unwanted images and online safety
- Consent (when mentioned outside of lessons that are explicitly about sexual relationships)
- Protecting the health of reproductive organs by screening (breast and testicular checking related to cancer).
- Female Genital Mutilation (FGM)

The definition of Sex Education is very important, so that parents/carers and young people know exactly which lessons cover Sex Education content.

Parents/carers have the right to withdraw their child(ren) from any PSHE lessons that are defined as Sex Education by the school.

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Human reproduction, Sexual Intercourse and Sexual Behaviour

How human reproduction can happen (e.g. sexual intercourse, IVF, surrogacy, childbirth)
Anatomy and biology (when linked to sexual intercourse and behaviour)
Sexual behaviours, risks, rights and responsibilities in a sexual relationship
Sexual health and safer sex (e.g. sexually transmitted infections, contraception)

A young person can opt back into Sex Education lessons up to 3 terms before their 16th birthday if they want to, regardless of their parent/ carer's wishes.

So, someone whose 16th birthday is in September could opt back into Sex Education lessons from the start of Year 10.

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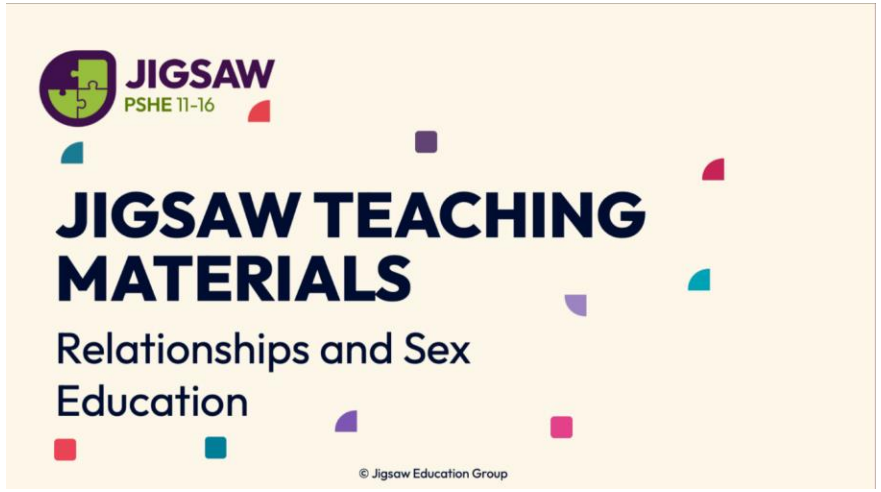
Accessing Materials

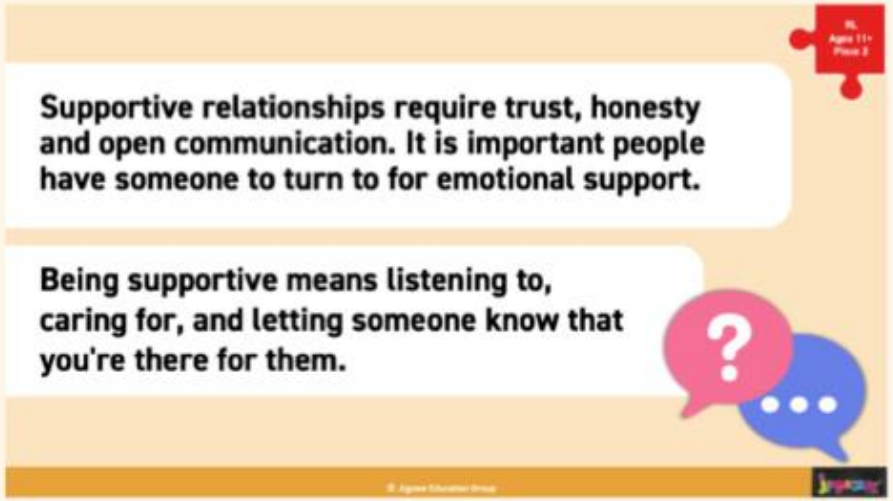
The following slides will show some example lesson materials. If you wish to see these in more detail, I can go through this with you individually.

You can also contact Mr Hope (Lead Teacher of PSHE and Citizenship) to arrange a meeting to discuss this further.



JIGSAW MATERIALS – RELATIONSHIPS EDUCATION

Key Stage 3 – Changing supportive relationships



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JIGSAW MATERIALS – SEX EDUCATION

Key Stage 4 – Intimate relationships

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JIGSAW MATERIALS – HEALTH EDUCATION

Key Stage 3 – Healthy lifestyles and oral health

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JIGSAW MATERIALS –HEALTH EDUCATION

Key Stage 4 – Personal safety

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Who to talk to at our school

Should parents have questions regarding PSHE/RSHE content, please email SAA@sybilandrewsacademy.co.uk and mark for the attention of Mr Hope.

Health and Wellbeing Education

'Teaching Health and Wellbeing in Secondary builds on Primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.'

(Paragraph 41)

Additional Content

In addition, Secondary schools ***may*** also teach about issues which are not listed in the secondary curriculum content. This includes topics such as eating disorders and self-harm.

(Paragraph 42)

Only delivered by trained colleagues

Aspects of suicide prevention are addressed through the mental wellbeing curriculum and start in Primary school.

The curriculum includes recognising and talking about emotions, looking after one's own and others wellbeing, being worried about friendships, other relationships and judging whether feelings or behaviour require support. Teachers should discuss isolation, loneliness and bullying, and how to cope when things go wrong in life.

Health and Wellbeing Education

Mental wellbeing

Wellbeing Online

Physical Health and Fitness

Drugs, Alcohol, Tobacco and Vaping

Health protection and Prevention, and understanding the healthcare system

Personal Safety

Basic First Aid

Developing Bodies

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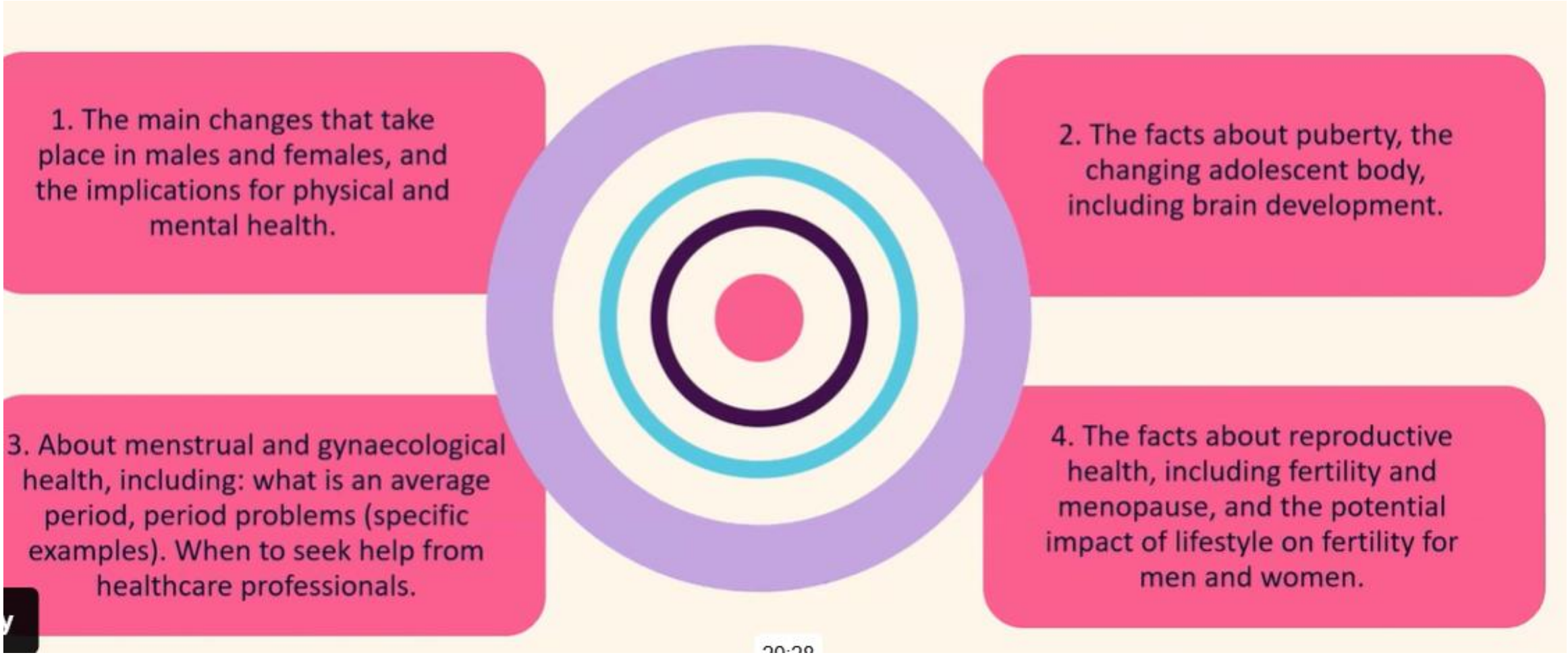
Body Changes



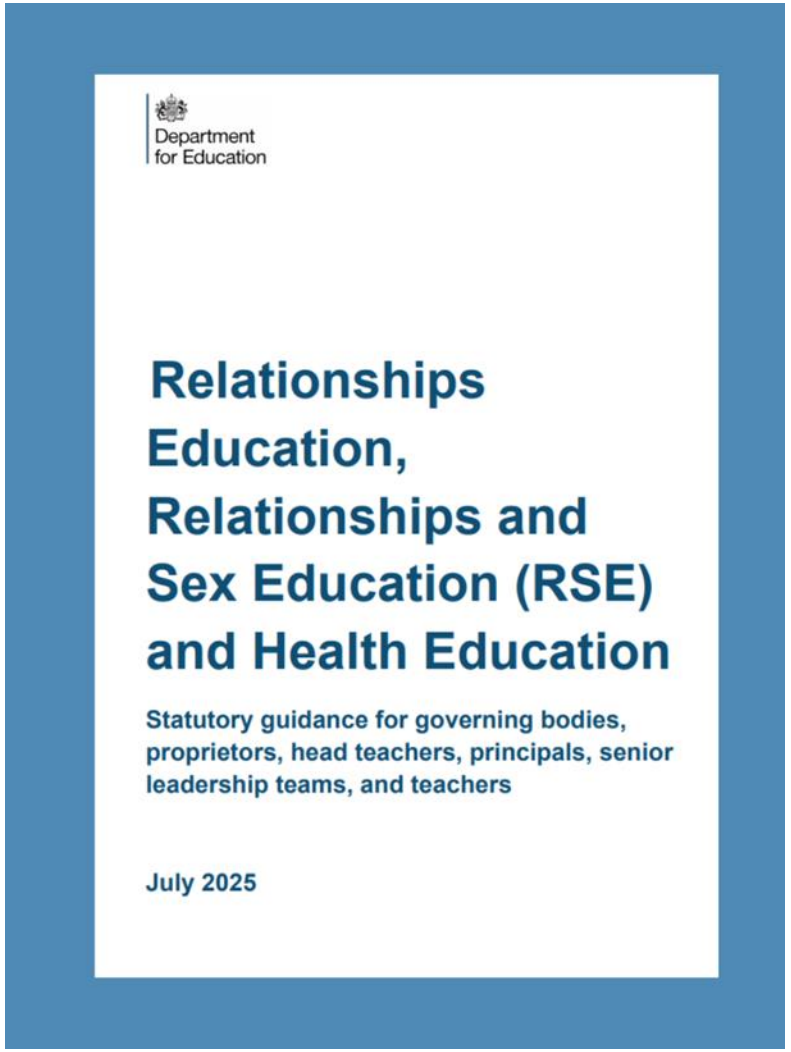
Protected Characteristics

Schools are required to comply with the relevant requirements of the Equalities Act 2010, including the Public Sector Equality duty when teaching RSHE.

Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils should understand the law relating to the protected characteristics by the end of their secondary education.

(paragraphs 64-66)



Protected Characteristics Statutory Guidance

Religion and Belief

'RSHE should be sensitive to the religious backgrounds of pupils.' (Guidance para 73)

'All schools may teach about faith perspectives…'

' …Schools should be clear when they are delivering content that reflects religious belief.' (Guidance para 74)

LGBT

'Pupils should understand the importance of equality and respect throughout their education They should learn about all protected characteristics by the end of their secondary education' (Guidance para 67)

'At secondary school there should be an equal opportunity to explore the features of stable and healthy same-sex relationships. … should ensure the cover all the facts about sexual health, including STI's, in a way that is relevant for all pupils including those that are lesbian, gay, bisexual and/or gender questioning.' (Guidance para 68)

'Schools should be clear that bullying or disrespectful language or behavio is never appropriate.' (Guidance para 71)

Gender Reassignment

Currently the guidance states this:

Pupils should be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment (paragraph 69).

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What does this mean for parents?

- We will create a safe space where students engage in meaningful discussion
- We will ensure teaching remains age appropriate
- Building on positive early relationships forms the foundation for understanding respect and kindness in relationships
- Young people will learn how to stay safe and how to ask for help if they need it
- We will provide skilled delivery which will support and not alarm students
- We will provide you with access to all materials and talk with you about any concerns you have

Students asking questions…

Any concerns about a student's wellbeing would lead to the teacher consulting with the school designated safeguarding lead.

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Next steps…

- The Curriculum Map/Programme of Study to be published on school website.
- Parents to receive a Microsoft Forms Survey following this evening.
- The new RSHE policy to be approved and published.
- New curriculum and lessons in place for September 2026.

Questions