



HOULTON
SCHOOL

RSE Policy



Innovation, Aspiration and Excellence

RSE Policy

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School context

Houlton School is a Free School opened in September 2021 as part of the Transforming Lives Educational Trust (TLET). It is a mixed 4-18 Free School which, when at capacity, will have 60 pupils in Years R-6 and 180 pupils Years 7-11 with approximately 200 pupils in the Sixth Form (Years 12-13). The school is located to the east of Rugby Borough in the county of Warwickshire. The admissions demographic is varied and pupils will come from a variety of backgrounds both in terms of ethnicity and social/economic factors. The school has no particular religious affiliation, and its demographic identifies as predominantly Christian or no religion.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

2. Statutory requirements

As an all-through academy, we must provide RSE to all secondary pupils under section 34 of the [Children and Social Work Act 2017](#) and all primary pupils must have relationship and health education.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

At Houlton School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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 PHRSE teaching staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a parents' forum to discuss changes to the curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through annual pupil voice surveys.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is taught at age-appropriate levels and in our all-through school, this looks very different with pupil's maturity and development across the age-ranges. At a primary level, the majority of work centres on relationships and health with a limited amount of non-statutory age-appropriate learning about sex and sexual health.

The majority of the curriculum on aspects of sex, sexual health and sexuality is for secondary aged pupils and as such should read this policy accordingly with older pupils in mind.

Teaching about the physical aspects of sexual behaviour will be set within a clear moral framework which stresses the positive values of stable loving relationships of all types, consent and respect for the individual. Pupils must be supported in understanding the aspects of the law which relate to sexual activity. Controversial sexual matters must be treated in a balanced and factual way by staff, with due consideration to the major ethical and legal issues involved whilst not avoiding issues that pupils are exposed to amongst their peers or on social media.

Staff, when teaching RSE, must recognise the increased exposure and familiarity that pupils may have with sexual images through all types of the media, especially the internet and social media, and that the viewing of pornography is likely to be a regular activity by a large number of older pupils. In addition, new media and its link to cyberbullying should be tackled, and also the use of technology to send sexual images (i.e. 'sexting', 'revenge porn' etc.).

Pupils need to be made aware of the risks involved in any type of digital image or social media conversation, and how issues of privacy, sexual exploitation, child protection and abuse could be connected.

The RSE curriculum recognises the need to warn pupils of the health risks of sexual behaviour, particularly in relation to the spread of sexually transmitted diseases, the emotional hurt which premature sexual relationships can cause, and the problems connected with becoming a teenage parent. Sexual relationships should be taught where possible with sensitivity to all genders.

Our aim is to bring young people to assume total responsibility for their own individual bodies and actions in sexual matters and provide the sufficient level of knowledge, reflection and guidance to make this possible. This includes:

- to encourage respect and acceptance of all, regardless of sexual orientation;
- to ensure pupils are aware of the signals / signs of FGM and other cultural or ritualistic practices within the school community.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

At EYFS and Primary:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- **Families and people who care for me.**

That families can look different (e.g. single-parent, extended, adoptive, same-sex parents) but should provide love, care and stability

The importance of family relationships

Who they can turn to for help within families and communities

- **Caring friendships**

How to form positive, respectful friendships

The qualities of a good friend: kindness, trust, honesty, loyalty

How to resolve conflict, forgive, and move on

That friendships can change and sometimes end

- **Respectful, kind relationships**

The importance of respect, courtesy and manners

Recognising healthy vs unhealthy behaviour

The importance of personal boundaries

That bullying, teasing and harassment are unacceptable

- **Online Relationships**

That relationships exist online as well as offline

How to behave appropriately and safely online

That people online may not be who they say they are

How personal data and images can be shared and misused

- **Being safe**

The concept of privacy and personal space

That they have the right to feel safe

The difference between appropriate and inappropriate contact

How to ask for help, including from trusted adults and services

Health Education

- **Mental Wellbeing**

Identifying and talking about feelings

Understanding that feelings change

Knowing where to get help and support

- **Physical Health and Puberty**

Basic understanding of the human body

Puberty and menstruation (typically upper KS2)

Personal hygiene and self-care

- **Personal Safety**

Staying safe in public spaces

Road, rail and water safety

Recognising and reducing risk

Secondary School:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families

- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Distancing scenarios
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At Houlton School, our Relationships and Sex Education (RSE) curriculum is delivered using high-quality lessons and resources developed by the PSHE Association. The PSHE Association is the nationally recognised body for Personal, Social, Health and Economic education in England and is recommended by the Department for Education for the planning and delivery of effective RSE. By using these materials, we ensure that our curriculum is accurate, age-appropriate, inclusive and in line with statutory guidance, enabling students to develop the knowledge, understanding and skills needed to make informed, safe and respectful choices in their relationships and lives.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment in PHRSE is embedded throughout our curriculum to support student progress and understanding. Each lesson begins with a baseline assessment activity to gauge prior knowledge and identify misconceptions; these are then revisited and evaluated at the end of each unit to demonstrate progress over time. We also use ongoing summative assessment through low stakes questioning, allowing students to recall and apply knowledge in a supportive environment. In addition, a range of Assessment for Learning (AfL) strategies are consistently used, including cold calling to ensure all students are engaged, regular retrieval practice to strengthen long-term memory, and the use of mini whiteboards to provide immediate feedback and inform responsive teaching.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and

wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

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.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

7. Use of external organisations and materials

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE 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 school is legally obliged to share all content with parents and carers
- Share all external materials 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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from components of RSE
- 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 of the subject content to the school's designated safeguarding lead (DSL) Lorna Pountney.

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

RSE at Houlton School is coordinated and planned by the Head of PHRSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

If a parent or carer wishes to request withdrawal from aspects of Relationships and Sex Education (RSE), the Head of PHRSE, along with any other relevant staff, will invite them to attend a meeting in person to discuss their request. During this meeting, it will be clearly explained which elements of the curriculum a pupil can and cannot be withdrawn from, in line with statutory guidance. The school will work collaboratively with parents to reach a shared understanding and ensure that any decision is made in the best interests of the pupil. Where withdrawal is agreed, appropriate arrangements will be put in place to support the pupil during their timetabled PHRSE lessons, ensuring they are engaged in purposeful alternative learning while maintaining their wellbeing and inclusion within the school environment.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

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

The 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 RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of PHRSE through:

Monitoring of the PHRSE curriculum is carried out regularly to ensure high-quality teaching and consistency across the school. This includes planning scrutiny's to review the coverage, sequencing and appropriateness of lesson content, as well as learning walks to observe classroom practice and student engagement. In addition, book or work scrutiny's (where appropriate), student voice activities and staff feedback are used to evaluate the impact of the curriculum and identify areas for development. The Head of PHRSE works alongside senior leaders to ensure that monitoring is ongoing and responsive, supporting staff with guidance and professional development to continually improve provision. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of PHRSE annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Personal, Health, Relationship and Sex Education (PHRSE) Curriculum Map

Key Stage 3

Intent

At Key Stage 3, the PHRSE curriculum lays the foundation for pupils' personal, social, health and relationships education as they move through adolescence. It is designed to help pupils develop the knowledge, understanding and skills they need to lead confident, healthy and responsible lives. Through the key themes of health and wellbeing, relationships, and living in the wider world, pupils are encouraged to reflect on their values, attitudes and behaviours. The intent is to ensure that all pupils develop the emotional literacy, resilience and respect needed to form positive relationships, stay safe, and make informed choices both now and in the future. PHRSE at Key Stage 3 supports the wider personal development of pupils and contributes to a positive school culture grounded in respect and inclusion.

Implementation

PHRSE is delivered through a planned, spiral curriculum that builds progressively on prior learning from Key Stage 2. Lessons are taught by trained staff during timetabled sessions once every two weeks, using a range of interactive and reflective activities that promote discussion, empathy and critical thinking. Topics are sequenced to ensure coverage of statutory Relationships, Sex and Health Education requirements, as well as key aspects of personal development such as mental health, online safety, diversity, and preparation for life beyond school. The curriculum is supported by high-quality resources and, where appropriate, input from external agencies to enhance pupils' understanding of real-world contexts. All lessons are taught within a safe and respectful environment, where pupils are encouraged to express their views and listen to others.

Impact

By the end of Key Stage 3, pupils are able to demonstrate greater self-awareness, confidence and respect for others. They understand how to maintain their physical and emotional wellbeing, build and sustain positive relationships, and contribute to their communities responsibly. The impact of PHRSE is evident in pupils' attitudes, engagement in discussions, and the way they apply their learning to everyday life. Through reflection and feedback, pupils show that they can make informed, ethical choices and are well-prepared to navigate the challenges of Key Stage 4 and beyond. PHRSE contributes meaningfully to the school's wider aims of developing well-rounded, compassionate and resilient young people.

Year 7: Term 1						
Health and Wellbeing		Big Question 1: Who am I? How can I find out at Houlton? Big Question 2: How can I keep others safe and well in and outside of school?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Introduction to Houlton School/What is PHRSE?	Pupils understand school values and personal goals.	Values, resilience, integrity, character, tenacity, bullying, diversity.	Health and wellbeing	English (communication skills)	Respect, Tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I be successful at secondary school?	Pupils understand strategies to approach secondary school positively, manage workload, and adapt to new routines	Success, organisation, resilience, time management, motivation	Health Education (wellbeing)	Study habits for all subjects	Responsibility, perseverance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I achieve my aims?	Pupils can set realistic short term and long term goals and begin to identify successful study habits.	Values, goals, perseverance, accountability, respect	Health Education (personal development)	Careers (aspirations)	Responsibility, ambition	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative assessment.

Why is CPR so important?	Pupils understand the importance of CPR, basic steps and emergency response	CPR, resuscitation, defibrillator, emergency	Health Education/ First Aid	Science (Circulatory system), PE (emergency response)	Responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What does personal safety mean?	Pupils understand what personal safety is, risks in different contexts and strategies to stay safe.	Personal safety, risk, boundaries, danger.	Health Education and safeguarding	PE (situational awareness)	Responsibility/self-awareness.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I stay healthy?	Pupils understand the importance of a balanced diet, exercise, sleep and mental wellbeing.	Nutrition, exercise, hydration, sleep, mental health.	Health Education	Science (biology and nutrition), PE	Responsibility, self-care.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is puberty?	Pupils begin to understand the physical changes that happen to the body and brain during puberty.	Puberty, hormones, menstruation, personal hygiene.	Health Education/ Relationships	Science (biology), RS (personal development).	Self-awareness, empathy.	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 7: Term 2						
Relationships		Big Question 1: What does it mean to belong? Big Question 2: How can I manage the challenges of growing up?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
How can I be a good friend?	Pupils understand what makes a good friend, how to build and maintain friendships, and how to manage conflict	Friendship, empathy, trust, communication, respect	Relationships Education	English (communication), Drama (role play)	Respect, kindness, tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What role does a bystander play in bullying?	Pupils explore the impact of bullying, understand the role of a bystander, and learn strategies for safe intervention	Bullying, bystander, empathy, inclusion, support	Relationships & Health Education / Safeguarding	Computing (cyberbullying),	Courage, responsibility, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is community important?	Pupils recognise the value of belonging to a community and contributing positively	Community, belonging, respect, diversity, inclusion	Citizenship / Relationships Education	RS (community and belonging), History (diversity)	Respect, tolerance, community spirit	Whiteboard bell task. Baseline assessment. Plenary Reflection.

How can bias and stereotypes affect the way people are treated?	Pupils understand bias, prejudice, and stereotyping, and their impact on equality and relationships	Stereotype, prejudice, bias, discrimination, equality	Relationships & Equality Act 2010	History (civil rights), English (media bias), RS (values)	Equality, tolerance, justice	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How will puberty affect my emotions?	Pupils understand the emotional changes during puberty and strategies for emotional regulation	Puberty, hormones, emotions, self-esteem, resilience	Health Education	Science (human biology), PE	Self-awareness, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is menstrual wellbeing?	Pupils understand menstruation, menstrual wellbeing, and how to support others with empathy and understanding	Menstruation, cycle, hygiene, wellbeing, empathy	Health Education / Relationships Education	Science (reproductive system), PE (wellbeing)	Empathy, understanding, self-care	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we recognise healthy and unhealthy relationships?	Pupils identify characteristics of healthy and unhealthy relationships	Consent (in terms of permission to post content etc., respect,	Relationships Education	English (literature on relationships)	Respect, safety, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	and know where to seek help	boundaries, abuse, trust				
What is honour based violence? (Including age-appropriate content on Female Genital Mutilation)	Pupils understand what honour-based violence and FGM are, why they are illegal, and how to seek support safely	Honour-based violence, FGM, abuse, rights, support	Relationships & Sex Education / Safeguarding	History (human rights), RS (cultural sensitivity)	Respect, rule of law, human rights	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 7: Term 3						
Wider World		Big Question 1: How can I find out more about careers? Big Question 2: Why could my phone be a financial risk?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Careers: What do I enjoy?	Pupils explore their personal strengths, interests, and how these relate to future career choices	Careers, interests, skills, strengths, aspirations	Careers Education / Gatsby Benchmark 3	English (communication), Computing (research skills)	Self-awareness, ambition, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How will LORIC help	Pupils understand the	Leadership, organisation,	Personal Development /	PE (teamwork)	Responsibility, resilience, motivation	

me to be successful? Introduction to PiXL Edge.	meaning of Leadership, Organisation, Resilience, Independence, and Communication (LORIC) and how these skills link to success	resilience, independence, communication, employability	Careers Education			
Click and pay: Phones and financial risk	Pupils understand digital payments, financial risks, and responsible spending using mobile devices	Finance, scams, spending, digital payments, risk	Financial Education	Computing (online safety), Maths (budgeting)	Responsibility, self-control, rule of law	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Gaming, social media and algorithms: The pressure to spend online	Pupils understand how algorithms influence spending, advertising, and online behaviour	Algorithm, influence, consumer, digital footprint, persuasion	Online Media Literacy / Citizenship	Computing	Awareness, critical thinking, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Money matters: Seeking help and support	Pupils understand money management, budgeting, and	Budget, savings, debt, financial wellbeing, support	Citizenship / Financial Education	Maths (percentages, budgeting)	Responsibility, independence, self-management	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	how to seek support with financial issues					
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Year 8: Term 1						
Health and Wellbeing		Big Question 1: How can I manage influences around substances? Big Question 2: Why is good mental health so important?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
What are the risks and consequences of alcohol?	Pupils understand short- and long-term effects of alcohol use, legal implications, and impact on decision making	Alcohol, addiction, units, liver, judgement	Health Education (Substance Misuse)	Science (body systems), PE (healthy lifestyles)	Responsibility, awareness, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the risks and consequences of taking drugs?	Pupils learn about the classification of drugs, risks of misuse, and law relating to possession and supply	Drugs, legal, illegal, classification, misuse, dependence	Health Education / Citizenship	Science (chemistry, body effects), Law (citizenship)	Respect for law, decision making	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Is an energy drink any worse than a cup of coffee?	Pupils explore caffeine, marketing, and health impacts of high-sugar, high-caffeine drinks	Caffeine, energy drinks, sugar, dehydration, heart rate	Health Education / Healthy Eating	Science (nutrition), Maths (data analysis)	Critical thinking, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the risks and consequences of vaping and smoking?	Substance Awareness Pupils learn health risks, addiction, and media influence linked to vaping and smoking	Nicotine, addiction, vaping, smoking, tar, lung health, Spice	Health Education (Smoking & Vaping)	Science (respiratory system), Media Studies	Awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is mental health and why is it so important?	Pupils understand what mental health means, and recognise that it changes over time	Mental health, wellbeing, stigma, stress, resilience	Health Education (Mental Wellbeing)	Science (biology of stress), English (empathy in texts)	Respect, empathy, understanding difference	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we ensure we have good	Pupils explore strategies to maintain	Wellbeing, balance, stress,	Health Education	PE (exercise), Art (expression)	Self-awareness, respect for self and others	Whiteboard bell task. Baseline assessment. Plenary Reflection.

emotional wellbeing?	positive mental health and recognise early signs of poor wellbeing	mindfulness, resilience	(Mental Wellbeing)			
How can I get help and avoid unhealthy coping strategies?	Pupils identify unhealthy coping mechanisms and where to access support	Coping, help-seeking, stigma, support, helpline	Health Education (Mental Wellbeing & Safety)	English (communication)	Empathy, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are healthy coping strategies?	Pupils explore and practise techniques such as mindfulness, journaling, and positive social connection	Coping, resilience, mindfulness, relaxation, gratitude	Health Education (Mental Wellbeing)	PE (physical activity), English (communication)	Wellbeing, resilience, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 8: Term 2						
Relationships		Big Question 1: How can we ensure our school is inclusive? Big Question 2: How can we keep ourselves and others safe in relationships?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
How can we ensure our	Pupils explore what inclusion means and	Inclusion, diversity, respect,	Equality Act 2010 /	English (communication)	Respect, tolerance, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.

school is inclusive?	how to create an environment where everyone feels valued and respected	equality, belonging	Citizenship / RSE			
What is constructive disagreement?	Pupils learn how to disagree respectfully and manage conflict through active listening and empathy	Disagreement, respect, empathy, debate, communication	RSE / Citizenship (Healthy Relationships)	English (debate), Drama (role-play)	Democracy, mutual respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the benefits of inclusive and diverse communities?	Pupils understand the social, cultural and economic value of diversity	Community, diversity, culture, inclusion, society	Citizenship / Equality Act	Geography (migration), History (civil rights/diversity)	Tolerance, respect, understanding	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why do we need to be aware of gender stereotypes?	Pupils explore how stereotypes limit opportunities and how to challenge them	Gender, stereotype, equality, prejudice, bias	RSE / Equality Act	English (media representation), Art (advertising)	Respect, equality, critical thinking	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How do we show respect for gender identity and	Pupils learn the importance of respect for all identities and	Gender identity, sexual orientation, LGBTQ+,	RSE (Respectful Relationships) / Equality Act 2010	Citizenship (rights)	Equality, respect, tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.

sexual orientation?	the impact of discrimination	respect, discrimination				
What influences our expectations around relationships?	Pupils understand how family, culture, peers, and media influence relationship expectations	Influence, relationships, media, expectation, consent	RSE (Healthy Relationships)	Media Studies, English (narratives)	Respect, awareness, critical thinking	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What should I know about contraception?	Pupils learn about different forms of contraception, their effectiveness, and how to access advice	Contraception, pregnancy, STIs, protection, consent	Statutory RSE (Contraception & Sexual Health)	Science (reproduction), Biology	Responsibility, respect, informed choice	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 8: Term 3						
Wider World		Big Question 1: How can a frog help me to be successful? Big Question 2: Where do my views and beliefs come from?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Introduction to Unifrog	Pupils learn how to use Unifrog to explore careers, subjects, and skills. They	Careers, skills, interests, pathways, aspirations, profile	Careers Education / Gatsby Benchmarks	English (communication), Computing	Self-awareness, ambition, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	understand how interests link to future pathways.					
Thinking ahead: How do I make my options choices in Year 9?	Pupils explore how GCSE options link to career choices, skills, and future study. They learn to make informed decisions.	Options, choices, GCSE, qualifications, decision-making	Careers Education / Gatsby Benchmark	Maths (logic), English (literacy)	Responsibility, independence, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Under the influence? How can we trust what we see online?	Pupils examine misinformation, influencers, bias, and online manipulation to develop critical thinking.	Misinformation, influence, bias, fake news, credibility	Online Media Literacy / Citizenship	English (critical reading), Computing (media)	Critical thinking, awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is an algorithm and how do they work?	Pupils understand what algorithms are, how they shape online experiences, and how to manage digital footprints.	Algorithm, data, recommendation, digital footprint, privacy	Computing / Media Literacy	Computing	Awareness, responsibility, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is democracy	Pupils understand	Democracy, Parliament,	Citizenship / British Values	History (civil rights), English (debate)	Democracy, rule of law, respect	Whiteboard bell task.

and how does voting work?	democracy, political representation, and the importance of voting in society.	government, vote, representation				Baseline assessment. Plenary Reflection.
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Year 9: Term 1						
Health and Wellbeing		Big Question 1: Why is managing my physical health so important? Big Question 2: How can I manage risks around me as I move into young adulthood?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Why is good quality sleep important and how can I ensure that I am getting enough of it?	Pupils explore the importance of sleep for physical and mental health, and strategies for improving sleep hygiene.	Sleep hygiene, routine, screen time, circadian rhythm, wellbeing	Health Education (Healthy Lifestyles)	Science (biology), PE (health)	Responsibility, self-care, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What influences our choices about diet and exercise?	Pupils examine internal and external factors influencing diet and exercise, including media	Nutrition, exercise, metabolism, influence, body image	Health Education (Healthy Lifestyles)	Science (nutrition), PE (fitness)	Awareness, responsibility, self-discipline	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	and peer influence.					
How can we overcome barriers to making healthy lifestyle choices?	Pupils identify personal and social barriers to healthy living and develop strategies to overcome them.	Motivation, barriers, resilience, routine, wellbeing	Health Education (Mental and Physical Wellbeing)	PE, Science	Resilience, independence, perseverance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What influences our choices about our self-image?	Pupils explore the impact of media, peers, and social media on body image and self-esteem.	Self-esteem, body image, influence, media, resilience	Health Education (Mental Wellbeing)	Media, English	Respect, empathy, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.
What are the risks of alcohol and cannabis use?	Pupils learn about the physical, mental, and social risks of alcohol and cannabis use, and how to make safe choices.	Alcohol, cannabis, addiction, risk, peer pressure	Health Education (Drugs, Alcohol & Tobacco)	Science	Responsibility, awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the legal risks of substances?	Pupils understand UK drug classification,	Legal, classification, possession, supply, offence	Citizenship / Health Education	Law	Rule of law, respect, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	legal implications, and the impact of criminal records.					
How can we keep ourselves from County Lines?	Pupils learn what County Lines is, how grooming and exploitation occur, and how to seek help or report concerns.	County Lines, exploitation, grooming, coercion, safeguarding	Statutory RSE (Online & Offline Safety)	Computing	Responsibility, awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 9: Term 2						
Relationships		Big Question 1: How can I manage and find support for relationships in my life? Big Question 2: How can I keep myself safe in sexual relationships?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
How do relationships change over our lifetime?	Pupils understand that relationships evolve over time — from friendships to adult partnerships — and recognise the qualities	Relationships, trust, communication, respect, life stages	RSE (Families and Respectful Relationships)	Science (reproduction)	Respect, empathy, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	that sustain healthy relationships.					
What does it mean to be a family?	Pupils explore different family structures, roles, and the importance of stability, love and support within family life.	Family, structure, care, stability, diversity	RSE (Families)	Citizenship, Religious Studies	Tolerance, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we manage conflict in family relationships?	Pupils learn strategies for managing disagreements and resolving conflict safely and respectfully within family and friendship groups.	Conflict, mediation, communication, resolution, empathy	RSE (Respectful Relationships)	English (communication), Drama (role-play)	Respect, empathy, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are respectful relationship behaviours?	Pupils identify what makes a respectful relationship, including communication, equality, and mutual consent.	Respect, boundaries, consent, equality, communication	RSE (Respectful Relationships)	Citizenship	Respect, equality, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.

How do you ensure that someone has the freedom and capacity to consent?	Pupils learn the definition of consent, its legal implications, and the importance of ensuring both freedom and capacity in all relationships.	Consent, coercion, law, capacity, boundaries	Statutory RSE (Consent & Law)	Citizenship (law)	Rule of law, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
The importance of contraception	Pupils understand the range of contraceptive methods, their effectiveness, and where to access advice and support.	Contraception, STI, protection, pregnancy, clinic	Statutory RSE (Contraception & Reproductive Health)	Science (reproduction), Biology	Responsibility, respect, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is it important to know about sexual health?	Pupils learn about sexual health, STIs, testing, and where to get confidential support or treatment.	Sexual health, STIs, protection, confidentiality, clinic	Statutory RSE (Contraception & Reproductive Health)	Science (disease), Citizenship	Responsibility, self-care, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative assessment.

Year 9: Term 3						
Wider World		Big Question 1: How can I identify the risks of the online world? Big Question 2: Am I ready for Year 10?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Lesson 1 and 2: Can I recognise the signs of online grooming? (Breck Bednar case study)	Pupils learn to recognise grooming behaviour online, understand risk factors, and know how to report concerns safely.	Grooming, exploitation, risk, online safety, reporting	Statutory RSE / Safeguarding	Citizenship, Computing	Responsibility, self-awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is my digital footprint important?	Pupils understand what a digital footprint is, how online actions affect future opportunities, and strategies to manage it responsibly.	Digital footprint, privacy, reputation, social media, permanence	Online Safety / Computing	Citizenship, Computing	Responsibility, accountability, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Sextortion, online crime and spotting AI	Pupils learn about sextortion, online scams,	Sextortion, deepfake, fraud, AI, cybercrime	Online Safety / Safeguarding	Citizenship, Computing	Responsibility, critical thinking, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.

deepfake imagery.	AI-generated content, and strategies to identify and avoid online manipulation.					
What skills will I need to be ready for Key Stage 4?	Pupils identify the skills (organisation, resilience, communication) needed to succeed in KS4 and strategies to develop them.	Organisation, resilience, communication, time management, self-motivation	Careers Education / Personal Development	English (communication)	Responsibility, resilience, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Is it too early to prepare for work experience?	Pupils understand the purpose of work experience, how to explore career opportunities, and begin planning for placements.	Work experience, career exploration, employability, transferable skills	Careers Education / Gatsby Benchmarks	English (CV writing), Computing	Ambition, responsibility, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Personal, Health, Relationship and Sex Education (PHRSE) Curriculum Map

Key Stage 4

Intent

At Key Stage 4, the PHRSE curriculum is designed to consolidate and extend pupils' personal, social and emotional development as they prepare for adult life. The curriculum provides structured opportunities for pupils to deepen their understanding of key themes within health and wellbeing, relationships, and living in the wider world. Through these areas of learning, pupils develop the knowledge, skills, and attributes needed to make informed decisions, manage risk, and respond confidently to the opportunities and challenges of modern society. Our intent is to ensure that all pupils are supported to build positive relationships, maintain physical and emotional wellbeing, and engage responsibly as members of their communities. PHRSE at Key Stage 4 underpins pupils' personal development and contributes to their preparation for further education, employment, and lifelong participation in society.

Implementation

PHRSE is delivered through a planned, sequenced curriculum taught by trained staff in dedicated timetabled lessons once every two weeks. Content is mapped against the statutory DfE guidance for Relationships, Sex and Health Education and is revisited and built upon progressively across the key stage. Lessons include a balance of discussion, reflection, and application to real-life contexts, ensuring learning is relevant and meaningful. The programme is supported by external agencies and resources where appropriate to enhance specialist knowledge and provide a range of perspectives. Sensitive and challenging topics are approached with care, ensuring a safe and respectful learning environment for all pupils.

Impact

By the end of Key Stage 4, pupils are able to demonstrate a secure understanding of how to maintain physical and mental health, manage relationships safely and respectfully, and make informed decisions about their future pathways. They develop increased self-awareness, resilience, and respect for others, which is evident in their conduct and contributions to school and community life. The impact of PSHE and RSE is monitored through pupil feedback, participation, and reflection, as well as through the wider culture of the school. Ultimately, pupils leave school equipped with the confidence, empathy, and practical understanding needed to thrive as responsible, healthy, and active citizens.

Year 10: Term 1						
Health and Wellbeing		Big Question 1: What influences our mental health? Big Question 2: How can I keep myself and others safe in the community?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
What challenges might I face as I move further into adolescence and KS4?	Pupils explore physical, emotional, and social changes during later adolescence and strategies to manage challenges.	Adolescence, stress, resilience, self-esteem, independence	Health Education / RSE	Science (puberty, biology), PSHE	Self-awareness, resilience, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we reframe negative thoughts?	Pupils learn cognitive strategies to challenge negative thinking patterns and build resilience.	Cognitive reframing, mindfulness, coping strategies, resilience, CBT	Health Education (Mental Wellbeing)	English (reflection), Drama (role-play)	Self-awareness, resilience, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
When is it important to get help for our mental health?	Pupils identify signs of poor mental health and understand how to access	Mental health, support, anxiety, depression, counselling	Health Education / Safeguarding	Science (psychology)	Responsibility, self-care, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	appropriate support.					
How can we manage change, loss and grief?	Pupils develop strategies to cope with major life changes, bereavement, and grief.	Grief, loss, change, coping strategies, support networks, bereavement	Health Education / RSE	English (literature on loss)	Empathy, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.
County Lines: What makes some people join gangs?	Pupils understand social, emotional, and economic factors that can lead to gang involvement.	County Lines, gangs, exploitation, coercion, vulnerability	Safeguarding / Citizenship	Citizenship, law, geography	Awareness, responsibility, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
County Lines: What are the risks and consequences of involvement with gangs?	Pupils identify the physical, legal, and social risks of gang involvement and criminal activity.	Risk, criminality, exploitation, legal consequences, vulnerability	Safeguarding / Health Education	Citizenship, law, geography	Rule of law, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
County Lines: Getting Out	Pupils explore strategies and support systems to safely leave gang involvement.	Exit strategies, support services, resilience, safeguarding	Safeguarding / Health Education	Citizenship, law	Resilience, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 10: Term 2						
Relationships		Big Question 1: How can I recognise the key features of a positive relationship? Big Question 2: How can we ensure that our society is inclusive?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
The role of intimacy and pleasure in consensual relationships	Pupils understand the role of intimacy and pleasure in healthy, consensual relationships and the importance of consent.	Consent, intimacy, pleasure, mutual respect, boundaries	Statutory RSE (Healthy Relationships, Consent)	Science (reproduction),	Respect, equality, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is the impact of pornography?	Pupils explore the potential psychological, emotional, and social impacts of pornography and discuss healthy sexual attitudes.	Pornography, media influence, expectations, relationships, consent	Statutory RSE (Relationships and Online Safety)	Computing	Critical thinking, awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Pressure, persuasion and coercion	Pupils learn to recognise peer pressure, emotional manipulation, and coercive behaviours, and strategies to respond safely	Pressure, persuasion, coercion, boundaries, consent	Statutory RSE / Safeguarding	English	Responsibility, resilience, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Managing relationship conflict and break ups	Pupils explore strategies to manage conflict, cope with breakups, and maintain emotional wellbeing.	Conflict, resolution, communication, empathy, emotional regulation	Statutory RSE / Health Education	English	Empathy, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Valuing Diversity	Pupils understand the importance of respecting diversity in society, challenging prejudice, and promoting inclusion.	Diversity, equality, inclusion, discrimination, respect	Statutory RSE / Equality Act 2010	Citizenship, history	Tolerance, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Understanding and	Pupils learn about extremism,	Extremism, radicalisation, ideology,	Statutory RSE / Citizenship / Prevent Duty	Citizenship, history	Rule of law, responsibility, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Preventing Extremism	signs of radicalisation, and how to prevent involvement or influence.	influence, safeguarding				
How are people drawn into extremist groups?	Pupils explore social, psychological, and online factors that can lead to radicalisation, and strategies for support and prevention	Radicalisation, grooming, exploitation, manipulation, ideology	Statutory RSE / Citizenship / Prevent Duty	Computing	Awareness, resilience, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 10: Term 3						
Wider World		Big Question 1: How can the internet cause me financial harm?				
		Big Question 2: Am I ready for Work Experience?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
Making money online: Rights, risks and cryptocurrencies	Pupils explore online income opportunities, understand legal rights and risks, and learn about cryptocurrencies.	Cryptocurrency, digital payment, risk, scam, regulation	Careers Education / Financial Education	Computing, maths	Responsibility, awareness, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Wanna bet? Controlled and uncontrolled online spending	Pupils learn to distinguish between controlled and impulsive spending, and understand the risks of online gambling and in-app purchases.	Gambling, spending, budget, impulse, risk	Financial Education / Health Education	Computing, maths	Self-control, responsibility, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Financial exploitation online: Factors, strategies and support	Pupils identify online financial exploitation risks, how exploitation occurs, and strategies to protect themselves.	Exploitation, scam, fraud, risk, safeguarding	Safeguarding / Financial Education	Computing	Awareness, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Work experience: Lesson 1: Am I ready? Lesson 2: What are professional standards? Lesson 3: How can my online presence help my career?	Pupils evaluate their readiness for work experience, identifying skills, strengths, and areas for development. Pupils understand	Work experience, readiness, employability, skills, self-assessment Professionalism, standards, behaviour,	Careers Education / Gatsby Benchmarks	Careers	Responsibility, independence, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection, Placement visit, work experience log, thank you letter.

	<p>workplace expectations, professional behaviour, and etiquette.</p> <p>Pupils explore the impact of social media and digital footprints on career opportunities, and how to build a positive online presence.</p>	<p>punctuality, responsibility</p> <p>Digital footprint, social media, professional presence, reputation</p>				
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Year 11: Term 1						
Health and Wellbeing		Big Question 1: How can I prepare for life after Year 11?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
How can I manage exam stress effectively?	Pupils learn strategies to manage stress during exams, including mindfulness, time management,	Stress, anxiety, mindfulness, coping strategies, resilience	Health Education (Mental Wellbeing)	English (study skills), PE (exercise)	Self-awareness, resilience, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	and coping techniques.					
What is important for me right now: self-guided research using Unifrog knowledge library.	Pupils independently explore career pathways, qualifications, and post-16 options using Unifrog, and reflect on personal goals. Pupils also have the opportunity to access support tools for any personal wellbeing goals.	Careers, aspirations, research, options, pathways	Careers Education / Gatsby Benchmarks	Comouting	Independence, self-awareness, ambition	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Testicular cancer: Why is it important for us all to talk balls?	Pupils understand testicular cancer awareness, symptoms, early detection, and the importance of talking about men's health.	Testicular cancer, awareness, self-check, symptoms, early detection	Health Education (Physical Health)	Science, PE	Responsibility, awareness, self-care	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Breast cancer: Is it only women that need to know about breast cancer?	Pupils learn about breast cancer risks for all genders, self-examination, and early detection strategies.	Breast cancer, awareness, self-check, risk factors, early detection	Health Education (Physical Health)	Science, PE	Responsibility, awareness, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why does my opinion on vaccination matter to everyone else?	Pupils explore the concept of herd immunity, public health, and the social responsibility of vaccination.	Vaccination, herd immunity, public health, misinformation, responsibility	Health Education / Citizenship	Science, Citizenship	Responsibility, awareness, community	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 11: Term 2						
Relationships		Big Question 1: How might my beliefs and values guide my choices about relationships and family life?				
Topic	Key Outcomes	Key Vocabulary	Statutory Links	Cross-Curricular Links	SMSC/British Values	Assessment/Reflection
How can you manage conflict in relationships?	Pupils explore strategies to manage disagreements, maintain communication, and resolve conflict in all	Conflict, communication, negotiation, empathy, resolution	Statutory RSE / Health Education	English	Respect, empathy, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	types of relationships.					
What are the features of committed relationships?	Pupils understand the characteristics of healthy committed relationships, including trust, communication, mutual respect, and consent.	Commitment, trust, respect, equality, boundaries	Statutory RSE (Healthy Relationships)	English, citizenship	Respect, equality, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What do I need to know about sexual health and parenthood?	Pupils learn about sexual health, contraception, STIs, and responsibilities associated with parenthood.	Contraception, STI, pregnancy, parenthood, protection	Statutory RSE (Sexual Health)	Science, citizenship	Responsibility, self-awareness, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What choices are there for unplanned pregnancies?	Pupils explore options available in cases of unplanned pregnancy and understand the legal and health considerations.	Unplanned pregnancy, adoption, abortion, parenthood, support services	Statutory RSE / Health Education	Science	Responsibility, awareness, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection, summative assessment.

Understanding abortion	Pupils learn about the legal, medical, and ethical aspects of abortion, including rights and access to support.	Abortion, consent, law, health services, ethics	Statutory RSE (Sexual Health & Legal Rights)	Citizenship	Awareness, responsibility, empathy	
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children</p> <p>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</p> <p>That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>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.</p> <p>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</p>
Respectful relationships,	<p>About 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</p>

TOPIC	PUPILS SHOULD KNOW
including friendships	<p>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</p> <p>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</p> <p>What tolerance requires, including the importance of tolerance of other people's beliefs</p> <p>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</p> <p>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</p> <p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p> <p>The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay</p> <p>How stereotypes, in particular stereotypes based on sex, gender, 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</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
	<p>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</p>
<p>Online safety and awareness</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</p> <p>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</p> <p>About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</p> <p>How to seek support. They should also 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</p> <p>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</p> <p>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</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</p>

TOPIC	PUPILS SHOULD KNOW
	<p>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 glamourise behaviours which are unhealthy and wrong</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</p> <p>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</p> <p>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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <p>How information and data is generated, collected, shared and used online</p> <p>That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</p> <p>That criminals can operate online scams, such as 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</p> <p>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. That 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</p>
Being safe	<p>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</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
	<p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <p>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</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</p> <p>About concepts and laws relating to:</p> <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
	<p>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</p> <p>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</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>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</p> <p>About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent</p> <p>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</p> <p>That some sexual behaviours can be harmful</p> <p>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</p> <p>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</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</p> <p>About 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</p> <p>About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</p>

TOPIC	PUPILS SHOULD KNOW
	<p>How and where to seek support for concerns around sexual relationships including sexual violence or harms</p> <p>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</p>

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

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

Accountable for this policy	Head of School (Lorna Pountney)
Responsible for this policy	Head of School (Lorna Pountney)
Designated Coordinator of RSE	Becky Cooper (Head of PHRSE)