



**Ash Grove**  
School

Belief Courage Honesty

# RSE Policy



Part of the  
**Oak**   
Learning Partnership

Author:	R Redmond
Approver:	R Redmond
Owner:	R Redmond
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### **Changes History:**

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	January 26		New document	



This policy sets out the school's approach to Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education, Relationships and Sex Education (RSE), and Health Education. It outlines how the school plans, delivers and monitors PSHE, ensuring that all pupils receive a broad and balanced curriculum which promotes personal development, wellbeing and preparation for life beyond school. The policy applies to all year groups and is relevant to teaching staff, support staff, parents, carers and governors.

**Legal framework** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010 ·

Keeping Children Safe in Education 2024 ·

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' ·

DfE (2015) National curriculum in England: science programmes of study'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 ·

Children and Social Work Act 2011

### **How is PSHE education defined at Ashgrove School?**

At our school, PSHE education is a planned, developmental programme of learning designed to help children and young people grow as individuals and as members of families and wider communities. It equips pupils with the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work in modern Britain. This includes fostering respect for self and others, understanding the impact of choices, and developing resilience in an ever-changing world.

Our ethos – rooted in respect, inclusivity and high aspirations – underpins all aspects of PSHE education. We believe every child is entitled to learn in a safe, supportive environment that celebrates diversity and promotes equality. Our approach reflects our whole-school values, ensuring PSHE is not seen as a standalone subject but as part of a wider culture of care, safeguarding and personal development.

### **What we are aiming to achieve through your PSHE provision**

Through PSHE education, we aim to:

- Enable pupils to make informed, healthy and safe choices.

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- Build resilience, self-esteem and confidence.
- Prepare pupils for the challenges and responsibilities of adult life, including relationships, financial literacy, and employment.
- Promote respect, tolerance and understanding of different values, beliefs and lifestyles.
- Empower pupils to be active, responsible citizens in their school and wider community.

### **What values underpin your work in PSHE education?**

Our PSHE provision is underpinned by the values of respect, empathy, honesty, responsibility and equality. These values are reflected in how we teach sensitive topics, particularly those relating to relationships, sex and health education. We are guided by the principles that:

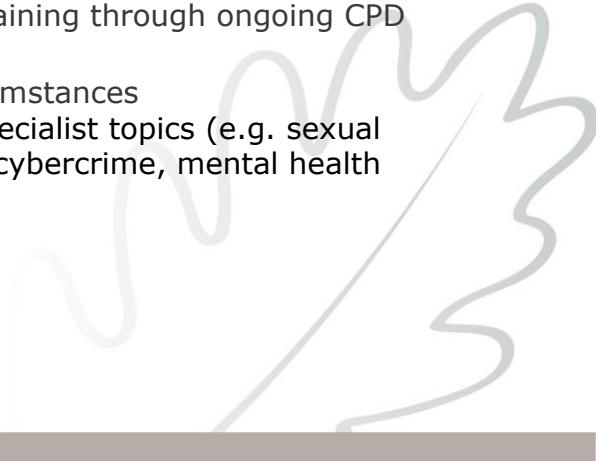
- Pupils should learn about healthy, respectful relationships in all contexts.
- Teaching should be inclusive and non-judgmental, ensuring all pupils feel represented.
- Learning should encourage pupils to reflect on moral and ethical choices in a safe environment.
- Pupils should develop the knowledge and skills to safeguard their own wellbeing and that of others.

This policy was produced by Roxanne Redmond.

PSHE education is led by Roxanne Redmond and taught by staff at Ashgrove.

It is supported by the senior leadership team and the governing body/trustees by:

- Strategic leadership: Embed PSHE within the school development plan and ensure it is aligned with safeguarding, behaviour, wellbeing and curriculum priorities.
- Resourcing: Allocate sufficient curriculum time, trained staff, and high-quality resources to deliver PSHE effectively.
- Professional development: Provide staff with CPD opportunities to build confidence in teaching sensitive topics (e.g., RSE, mental health).
- Visibility: Model the school's values in daily practice and champion PSHE as integral to pupils' wellbeing and achievement.
- Monitoring & evaluation: Oversee the quality of PSHE teaching and assess its impact on pupils' personal development and safeguarding outcomes.
- Policy oversight: Approve and regularly review the PSHE/RSE policy, ensuring it meets statutory requirements and reflects the school community's needs.
- Accountability: Hold the SLT accountable for the quality and effectiveness of PSHE provision.
- Teachers responsible for teaching PSHE receive training through ongoing CPD sessions and external training where applicable.
- We use external contributors in the following circumstances
- To provide accurate, up-to-date information on specialist topics (e.g. sexual health nurses on contraception, police officers on cybercrime, mental health professionals on wellbeing).



- Real-world perspectives. To give pupils insight into lived experiences (e.g. charities, people with specific life experiences, organisations tackling drugs, gangs, or online safety).
- Role models and inspiration. To widen pupils' horizons and aspirations, such as inviting speakers from local businesses, youth workers, or community leaders.
- Curriculum enrichment. To run workshops, drama performances, or interactive sessions that bring PSHE themes (like resilience, diversity, or relationships) to life.
- Supporting statutory duties. For areas where schools are expected to provide clear safeguarding education, such as substance misuse, extremism, or exploitation, external experts can help deliver powerful, credible messages.

## 2. Roles and responsibilities

### 2.1. The governing board is responsible for:

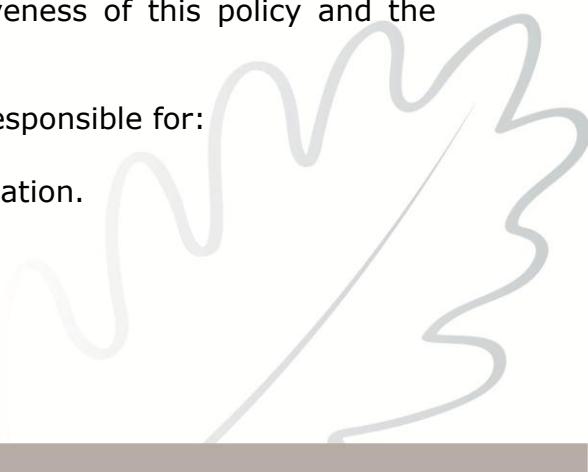
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the religious ethos of the school.

### 2.2. The headteacher is responsible for, and may delegate through RSE and health education subject leader:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

### 2.3. The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.



- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing, and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

#### 2.4. Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources, and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or another member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

### 3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds,

and helping them to understand human sexuality and to respect themselves and others.

- 3.3. For the purpose of this policy, "health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.5. We will share information and gather the views of teachers, pupils and parents in the following ways: Pupil and teacher surveys Preparation for Adulthood planning documentation.
- 3.6. The majority of the RSE and health education curriculum will be delivered through Preparation for Adulthood.
- 3.7. The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

#### 4. RSE subject overview

- 4.1. RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

##### Families

- 4.2. By the end of secondary school, pupils will know:
  - 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, e.g. 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 children, including the characteristics of successful parenting.

- 4.3. Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others. Respectful relationships, including friendships.

4.4. By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

4.5. By the end of secondary school, pupils will know:

- The risks associated with social media and reality.
- The dangers of gambling and how to get support.
- The role of influencers.
- What targeted advertising is and how it works.
- How to access support with online issues.

Being safe

4.6. By the end of secondary school, pupils will know:

- 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 – this includes online. Intimate and sexual relationships, including sexual health.

4.7. By the end of secondary school, pupils will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness, and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

RSE and Health Education programmes of study

5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

5.2 The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section

5.3 Year 7: Areas are covered both directly and indirectly through lessons focusing on: transition to secondary school; personal safety and managing risk (including first aid); Diversity, Healthy Relationships and Internet Safety, Health and Puberty.

5.4 Year 8/9: Areas covered both and indirectly through lessons focusing on: Emotional wellbeing,); managing influences (including alcohol and drug misuse); careers and aspirations (including workplace discrimination, stereotypes and enterprise). Managing risks and personal safety, Discrimination- Tolerance and Respect (including protected characteristics).

5.5 Year 9/10: Healthy Lifestyle Choices (including drugs, alcohol, diet, exercise and first aid); identity and community (including gender and sexual orientation); relationships (including consent and contraception), financial wellbeing; careers and extremism and radicalisation (including British Values and community), Stereotyping, Hate Crime.

5.6 Year 10: Addressing Extremism, Healthy Relationships, Planning for a safe and happy future, Emotional Wellbeing, Healthy Self

5.7 Year 11: Independence, planning for a Safe and Happy Future, safe futures (including domestic abuse, forced marriages and risks); families and communication (including parental responsibilities, sexual health and abuse); independence; mental health (including managing stress) and study skills Building for the Future and Study Skills.

### Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. Internet safety and harms by the end of secondary school, pupils will know:
- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse, or harassment, and how to report, or find support, if they have been affected by those behaviours.

### Physical health and fitness.

By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ, and stem cell donation.

### Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Drugs, alcohol, and tobacco by the end of secondary school, pupils will know:
- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.

- The law relating to the supply and possession of illegal substances. · The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addition, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

#### Health and prevention

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.

Basic first aid by the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

#### Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

#### Delivery of the curriculum

6.1. The majority of the RSE and health education curriculum will be delivered through the Preparation for Adulthood curriculum.

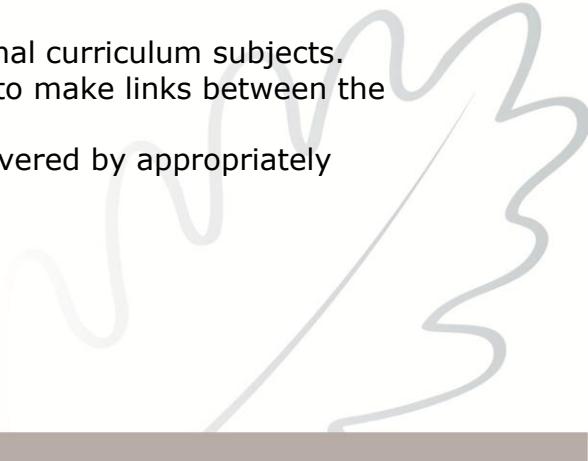
6.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that can be used confidently in real-life situations.

6.3. RSE and health education complement several national curriculum subjects.

Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

6.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.



6.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development.

6.6. RSE and health education will be delivered in a non-judgmental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

6.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

6.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons in Years 7 onwards. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

6.9. All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

6.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

6.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

6.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

6.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and Acceptable Terms of Use Agreement.

6.14. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

6.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

6.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

6.17. Teachers will focus heavily on healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

6.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

6.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

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

6.21. The procedures for assessing pupil progress are outlined in section 13 of this policy.

## 7. Curriculum links

7.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

7.2. RSE and health education will be linked to the following subjects:

- SMSC – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- Digital Skills – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- Personal Development – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- Preparation for Adulthood – pupils learn about respect and difference, values and characteristics of individuals.

## 8. Working with parents

8.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

8.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

8.3. When consulting with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

8.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

8.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

8.6. If parents have concerns regarding RSE and health education, they may submit these via email to [enquiries@ashgove.oaklp.co.uk](mailto:enquiries@ashgove.oaklp.co.uk) or contact school to arrange a meeting on 0161 724 2900.

## Working with external agencies

9.1. Working with external agencies can enhance our delivery of RSE and health education and brings in specialist knowledge and different ways of engaging pupils.

9.2. External experts may be invited to assist from time to time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

9.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

9.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

9.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

9.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

9.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

9.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## 10. Withdrawal from lessons

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10.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

10.2. Parents do not have a right to withdraw their child from the relationships or health elements of the programme.

10.3. Requests to withdraw a child from sex education will be made in writing to the headteacher.

10.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

10.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

10.6. All discussions with parents will be documented.

10.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

10.8. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

10.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

## 11. Equality and accessibility

11.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their: · Age · Sex · Race · Disability · Religion or belief · Gender reassignment · Pregnancy or maternity · Sexual orientation

11.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

11.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

11.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

11.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age appropriate, developmentally appropriate and is delivered with reference to the law.

11.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

11.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

11.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

## 12. Safeguarding and confidentiality

12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

12.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

12.3. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

12.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

#### 13. Assessment

13.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

13.2. Lessons are planned to provide suitable challenges to pupils of all abilities.

13.3. There will be assessments for PSHE during PSHE specific curriculum lessons to assess pupil outcomes.

#### 14. Staff training

14.1. Training will be provided by the RSE and health education subject leader to the relevant members of staff to ensure they are up to date with the RSE and health education curriculum.

14.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments.

14.3. Pastoral staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

#### 15. Monitoring quality

15.1. The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject alongside the Senior Leadership Team.

15.2. The RSE and health education subject leader will conduct subject assessments alongside the Senior Leadership Team on a termly basis, which will include a mixture of the following: Lesson enquiries and book looks.

15.3. The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

15.4. The RSE and health education subject leader will work regularly and consistently with the headteacher and link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

#### 16. Monitoring and review

16.1. This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject leader on an annual basis.

16.2. Any changes needed to the policy, including changes to the programme, will be implemented by the PSHE Lead.

16.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils involved in the RSE and health education curriculum.

16.4. The next scheduled review date for this policy is January 2027



## Appendix 1.

### Letter to parents regarding RSE and PSHE Education KS3

Dear Parents and Carers,

As a part of your child's education at Ashgrove School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that the new curriculum includes sessions which will focus on the health, relationships and sex education aspect of this programme. RSE lessons will include teaching about topics such as: Healthy relationships, including friendships and intimate relationships; families; growing and changing; Puberty, including personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence.

Our students will also have opportunities to ask questions that help them to understand how to maintain good physical and mental health and to prepare them for relationships of all kinds in the modern world. PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly.

We are writing to you to share with you the themes and topics and resources that are being covered in PSHE this year and to encourage you to talk to your Yr 8 child about what they are learning. Please find this information below:

<b>Theme</b>
Keeping Safe – Managing Risks
Diversity, identity – being yourself!
Sexual Health and Healthy Relationships
Tolerance and Respect
Health and Puberty
Drugs, alcohol and tobacco
Managing Influences
Developing Skills and Aspirations
Financial Wellbeing

The statutory guidance for RSE and Health Education came into effect in all secondary schools in 2020, including academies, free schools and independent schools. Under the new guidance, parents are not able to withdraw children from any aspect of Relationships Education or Health Education. It remains your right to withdraw their child (following discussion with school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if a child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide him / her with sex education during one of those terms.' We would strongly encourage you not to withdraw your child from these sessions as we feel they deliver useful vital life lessons that will teach them how to be safe. Please contact me if you wish to discuss this further in regard to your child.

All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values. The content will be delivered during 1-hour weekly lessons and 1 form session; there will also be drop-down sessions planned throughout the year which may be delivered by different staff or external providers.

If you would like to find out more or discuss any concerns, please get in touch.

KS4

Dear Parents and Carers,

As a part of your child's education at Ashgrove School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that the new curriculum includes sessions which will focus on the health, relationships and sex education aspect of this programme. RSE lessons will include teaching about topics such as: Healthy relationships, including friendships and intimate relationships; families; growing and changing; Puberty, including personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence.

Our students will also have opportunities to ask questions that help them to understand how to maintain good physical and mental health and to prepare them for relationships of all kinds in the modern world. PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly.

We are writing to you to share with you the themes and topics and resources that are being covered in PSHE this year and to encourage you to talk to your child about what they are learning. Please find this information below:

<b>Theme</b>
Sexual Health and Healthy Relationships
Emotional Wellbeing
Healthy Self
Exploring Influences
Planning for a safe and happy future
Families, communication and relationships

The statutory guidance for RSE and Health Education came into effect in all secondary schools in 2020, including academies, free schools and independent schools. Under the new guidance, parents are not able to withdraw children from any aspect of Relationships Education or Health Education. It remains your right to withdraw your child (following discussion with school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if a child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide him / her with sex education during one of those terms.' We would strongly encourage you not to withdraw your child from these sessions as we feel they deliver useful vital life lessons that will teach them how to be safe. Please contact me if you wish to discuss this further with regard to your child.

All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Your child's form teacher will deliver the majority of the content, however, there will also be drop-down sessions planned throughout the year which may be delivered by different staff or external providers.

If you would like to find out more or discuss any concerns, please get in touch.

Yours sincerely,



Appendix 2.

Curriculum Mapping



## PSHE Curriculum 2025 – 2026

PSHE at Ashgrove School reflects our school's vision to ensure our students are equipped with the tools for their next step in life, within our society and beyond; we aim to change their future. By educating our students to become independent young people, they will be able to make informed choices to keep themselves healthy and safe, develop essential life skills and will make a positive contribution to their communities. We accomplish this by ensuring all PSHE lessons underpin AGS core values to of 'Respect, Responsibility and Pride' By working together, our students will improve their physical, emotional and social wellbeing to inspire them to be confident learners who will thrive in an ever-changing world. We also encourage all our students to respect everyone's learning by behaving in the correct way to make the classroom a safe and positive learning environment. This allows our students to communicate and articulate their feelings and opinions in a supportive setting. Our students will aim high to achieve success by raising their aspirations to help every young person realise their full potential to enhance their employability and transferable skills in preparation for the future.

### Health and Wellbeing      Relationships

KS3	HT 1	HT 2	HT3	HT 4	HT 5	HT6
<b>Year 7</b>	<b>Transition and safety – The Ashgrove Student</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Building Positive Relationships</b> Building relationships between peers with links to bullying	<b>Healthy relationships and Internet Safety</b> Signs of healthy and unhealthy relationships and ways these can be maintained online	<b>Managing Risk and Personal Safety</b> Knife crime, social, moral, legal, personal, emotional consequences, risks, implications, gangs	<b>Health and Puberty</b> How to make healthy lifestyle choices including diet, dental health, physical activity and sleep how.	<b>Healthy Relationships, Tolerance and Respect.</b> Exploring positive relationships and other protected characteristics, having respect and tolerance for these.
<b>Year 8</b>	<b>Emotional Wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies.	<b>Healthy Self</b> Personal Hygiene, diet and keeping healthy	<b>Discrimination – Tolerance and Respect</b> Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Managing Influences</b> Alcohol and drug misuse and pressures relating to drug use, gambling.	<b>Digital Literacy</b> About online communication how to use social networking sites safely how to recognise online grooming in different forms.	<b>Developing Skills and Aspirations</b> Exploring what it means to aspire, to develop skills and to challenge workplace discrimination and stereotypes and enterprise.
	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>	<b>Topic 5</b>	<b>Topic 6 – One off Lesson</b>
<b>Year 9/10 Each topic is approx. 8 weeks</b>	<b>Healthy Lifestyle choices</b> Drug and Alcohol awareness. Influences, reasons for drug use and effects. Diet, exercise, lifestyle balance and healthy choices, and first aid.	<b>Identity Being Yourself</b> Who am I? Where do I belong? Do I have to belong? Am I part of the Ashgrove community?	<b>Identity and Relationships</b> Gender identity, sexual orientation, consent, sexting', and an introduction to contraception	<b>Online Relationships, Media Influence, Trust and Staying Safe.</b> How the portrayal of relationships in the media and pornography might affect expectations, how to assess and manage risks of sending, sharing or passing on	<b>Financial Wellbeing</b> What is money, why do we need money? Understanding financial wellbeing.	<b>Sophie Lancaster Lesson. Empathy and Tolerance:</b> The core aim is to challenge prejudices, encourage critical thinking, and help students understand the consequences of their actions, fostering a more inclusive and respectful attitude. Raise Awareness of Hate Crime.

				sexual images.		
KS4	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 10</b>	<b>Addressing Extremism</b> Community, belonging and challenging extremism. To build confidence, purpose and sense of diverse community, understanding British Values.	<b>Healthy Relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Planning for a safe and happy Future</b> Core values and emotions about gender identity, gender expression and sexual orientation, unwanted attention, abusive relationships, and how to access support.	<b>Emotional Wellbeing</b> Challenges and changes Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Healthy Self</b> Balancing priorities, taking personal responsibility for health and using health services.	<b>Exploring Influence</b> The influence and impact of drugs, gangs, role models and the media
<b>Year 11</b>	<b>Independence</b> Responsible health choices, and safety in independent contexts <b>Mental Health &amp; Wellbeing</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Managing stress through studies	<b>Planning for a Safe and Happy Future</b> Relationships and recognising negative attitudes including domestic abuse and law regarding honour-based violence and forced marriages. Recognising situations of risk including gang related behaviour and how to seek help.	<b>Families and Communication in Relationships</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships and personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	<b>Building for the Future &amp; Study Skills</b> Self-efficacy, stress management, and future opportunities	<b>Study Skills</b> Managing time, planning, efficient revisions, personalised revision styles.	



Appendix 3.

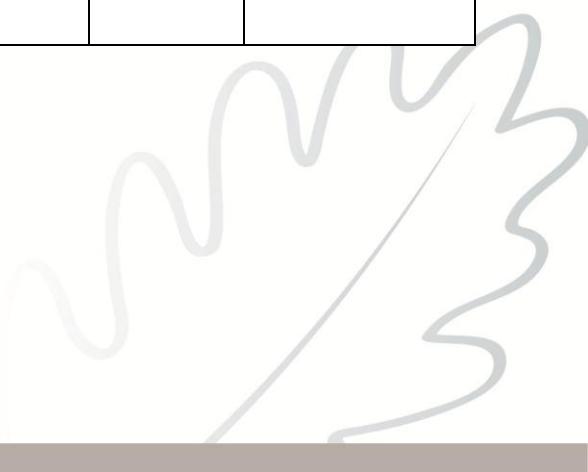
PSHE Curriculum Overview

Year group	Topic and length	Key Words	Key Skills	Retrieval	Key Knowledge	Assessment	Cultural Capital	Link to NC & Specs
7 Approximately 6-8 weeks	<b>1 The Ashgrove Student/Transition &amp; Safety</b>	Group work, communication, being respectful, responsible, student, adaptable, pledge, being a good citizen, resilience, confidence, contribution, negotiation, compromise, conflict, self-management.	Students will work on their listening and communication skills and about the importance of negotiation and compromise.	Previous learning (primary) Differs depending on school. This scheme of learning builds on the initial sessions delivered during transition days about what it means to be a Heys Pupil. It also builds on prior knowledge from primary school.	Students will gain a strong understanding of what it means to be a member of the Ashgrove School community, they will learn about the qualities and behaviours expected of them in school and how to establish respectful and kind relationships, they will learn our core values and how they can show these in their approach to school and towards their relationships with others	Assessment end of topic: Letter to a future Y7 student.	To develop a sense of character and resilience so that students can overcome challenges.  <b>Black History Month (October)</b>	R14, R15, R16, R19, L1, L2, L3, L9, H1, H2, H6
7 Approximately 6-8 weeks HT2	<b>2 Building Positive Relationships/Anti Bullying</b>	Inclusion, diversity, gender identity and sexual orientation, challenging discrimination, peer influence and strategies to manage this, peer approval, friendship, understanding, empathy, compassion, awareness	Students will work on their communication and listening skills and understand the importance of diversity and tolerance.	It will shift students thinking about themselves and how they fit into the Heys School community towards considering how we all fit together regardless of our differences.	This topic will cover the following themes: inclusion, diversity, gender identity and sexual orientation, challenging discrimination, peer influence and strategies to manage this, peer approval	Assessment End of Topic: Written assessment about diversity and how someone would manage their emotions.	Development of natural curiosity and development.  <b>Christmas (December)</b>	R1, R3, R4, R38, R39, R40, R41, R42, R43, R44
7 6-8 weeks	<b>3 Healthy Relationships including Internet Safety</b>	Relationships, consequences, control, coercion, pressure, image sharing, grooming,	Students will work on their communication and listening empathetic skills and understand	Links to last topic Building positive relationships and anti-bullying	Students will learn about the qualities and indicators of healthy and unhealthy relationships. They will develop an understanding of how to form	End of Topic Assessment:  To create an informative	This topic reflects diverse perspectives and experiences, allowing all students to see	R1, R2, R13, R14, R17, R21, R22, R42, R43

		exploitation, risk, safety, values, privacy, digital footprint, impact, social media, boundaries, anonymity, sexual harassment, sexual violence, familial roles, bereavement, loss, separation, divorce.	the importance of being alert and safe and to understand that obstinance is sometimes valid when questioning something that seems suspicious.		and maintain strong healthy relationships with others. They will learn about the risks and consequences of image sharing and how to cope with pressure from others. They will learn how to identify the signs of grooming and exploitation, including online, and how to report it and / or get support. Students will also learn about their digital footprint and the negative impact this can have if not managed sensibly and responsibly. They will understand the importance of having strong personal values in respect of keeping aspects of their lives private and out of the public domain and be able to apply this to others as well.	and educational poster related to the following topic areas:	themselves represented and valued.	
7 6- 8 weeks	4 Managing risk and personal safety	Knife crime, social, moral, legal, personal, emotional consequences, risks, implications, gangs	Students will work on their communication and listening empathetic skills and understand the importance of being alert and safe and to understand that obstinance is sometimes valid when questioning something that seems suspicious.	It builds on the starting point of positive relationships and bullying and encourages students to make good, independent decisions to help keep themselves safe.	Students will learn about how to keep themselves safe. They will recognise the risks and dangers that exist and will learn about a range of strategies that they can apply to help them to manage any risky situations in which they find themselves.	Assessment End of Topic Comprehension task relating to 'group think' and risky behaviours	<b>Black History Month</b> Incorporate real life scenarios and case studies to understand the practical applications of what is being taught. Prevention can help students make informed choices, contributing to their overall wellbeing and ability to	R42, R43, R45, R46

							participate fully in society.	
7	5 Health and Puberty		Students will work on their communication and listening empathetic skills and understand that not everyone is the same and each person has the right to live how they would wish and that we must be respectful and tolerant to others choices and preferences.	New topic that links to Y8 Healthy Self, Healthy Lifestyle Choices Y8/9.	Students will learn about learning that Health and Puberty are normal parts of growing up and that everyone experiences them a little differently. Students will learn about physical changes, emotional and mental changes, personal health and hygiene, relationships, social development, safety and wellbeing, respect and diversity.	Comprehension task.	This topic includes activities that boost self-confidence and self-awareness, enabling students to present themselves effectively and assertively in various social and professional settings.	<b>H13-H21</b>
8/9	1 Emotional Wellbeing and My Healthy Self Approx 12 weeks	Healthy eating, looking after body and mind, sleep, exercise, water, self-care, self-concept, self-awareness, resilience, mental health, emotional well-being, signposting to support, emotions, hygiene, diet, coping strategies, sleep, rest, activity, Female Genital Mutilation	Students will work on their communication and listening empathetic skills and learn to be resilient.	It builds on the idea of self-concept, who you are and how we all fit together a community and can help each other to stay mentally and physically well.	Students will learn themes of self-concept and understand that everyone is unique, gain a understanding of what can affect well-being and resilience, the impact of social media on self-awareness, strategies to build resilience to negative opinions and judgements, emotional literacy, characteristics of mental health and healthy and unhealthy coping strategies, the benefits of physical activity on physical and mental well-being, the importance of sleep and good diet, personal	Comprehension task.	By addressing mental health, emotional wellbeing, and coping strategies, PSHE helps students build resilience and adaptability, important traits for navigating life's challenges and changes.	H13, H14, H15, H16, H17, H18, H19, H20, H21, H22

					responsibility for health and hygiene, the risks and myths of FGM.			
8/9	2 Discrimination, Tolerance and Respect Approx 6-8 weeks	Influence, pressure, relationships, extremism, radicalisation, inclusive, tolerance, respect, prejudice, discrimination, protected characteristics, homophobia, transphobia, biphobia, racism, ableism, faith-based prejudice, consequences, behaviour, attitudes, impact, gang culture, criminality, legality.	Students will work on their communication and listening empathetic skills and learn to be resilient, tolerant and respectful.	It builds on the HT2 SOLs from Yr 7 on Building Positive Relationships and Bullying. It also links to the Yr 7 HT4 SOL on Managing Risk and Personal Safety (On and Offline) Prejudice and Discrimination are also covered in the Ethics curriculum for Yr 8 during HT2.	Students will learn about what influences them and how they influence others. They will learn about positive and negative influences and pressure and develop strategies to help them manage this appropriately. They will learn about the 9 Protected Characteristics and how to identify if someone is behaving in a way that is prejudicial, stereotypical or discriminatory towards them or others. They will revisit previous learning on bullying and what this looks / feels like to others. They will learn about what it means to be inclusive. They will learn about gang culture and its legal, social and physical consequences. They will develop strategies to help them manage pressure to join a gang or carry a knife. They will learn that others may have a different opinion to them on certain issues and what impact extreme views could have on them and / or others.	Quiz and Comprehension task	Through discussions and debates on ethical and social issues, students learn to think critically, analyse information, and form reasoned arguments. These cognitive skills are highly valued in higher education and professional environment	R3, R4, R13, R14, R16, R19, R39, R40, R41



8/9	3 Managing Influences Approx 6- 8 weeks	Relationships, consequences, control, coercion, pressure, image sharing, grooming, exploitation, risk, safety, values, privacy, digital footprint, impact, social media, gambling.	Students will work on their communication and listening empathetic skills and learn to be resilient, tolerant and respectful understanding and critical thinkers.	It links to the SOL for HT 2 (Building Positive Relationships and anti-bullying) as well as the SOL for HT4 (Managing Personal Risk and Safety)	Students will learn about what influences them and how they influence others. They will learn about positive and negative influence, pressure and develop strategies to help them manage this and risks appropriately. They will understand the importance of having strong personal values in respect of keeping aspects of their lives private and out of the public domain and be able to apply this to others as well. They will learn about the risks and consequences of image sharing and how to cope with pressure from others. They will learn how to identify the signs of grooming and exploitation, including online, and how to report it and / or get support.	Comprehension task – Write like an expert !	Through discussions and debates on ethical and social issues, students learn to think critically, analyse information, and form reasoned arguments. These cognitive skills are highly valued in higher education and professional environment.	R43, R44, H30, H31, H32
8/9	4 Developing Skills and Aspirations Approx 6-8 weeks	Skills, ambition, attributes, enterprise, teamwork, problem solving, exploration, developing, planning, solution, community, earning, money, finance, business, entrepreneur	Students will develop teamwork skills, problem solving skills, listening and negotiation. Patience and tolerance will also be developed to show respect for other people's	Links to Career choices and pathways in Y7 HT5 and Y8 HT5 as well as curriculum links to Business Studies.	Students will learn how to develop aspiration from dreams and thoughts and how to turn these into reality. Exploring possible career choices and challenging workplace stereotypes. Learning how to be entrepreneurial and embracing teamwork to solutions that	Project based task, conclusion.	This topic includes activities that boost self-confidence and self-awareness, enabling students to present themselves effectively and assertively in various social and professional settings.	L2, L3, L4, L5, L9, L10,

			opinions and ideas.		can be beneficial financially as well as being model citizens.			
8/9	5 One off session to lead up to Sophies Story presentation with the Sophie Lancaster Foundation. 1 Lesson	Empathy, discrimination, stereotype, tolerance, respect, prejudice, alternative subculture, gender, individuality, sexuality, preference, disability, respect, inclusivity.	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other people's opinions and beliefs.	Links to Discrimination. Tolerance and Respect Y8 HT3.	Students will learn how to not use judgement on how somebody looks and will learn the importance of tolerance and inclusivity through stimulating and encouraging conversation about prejudice.	N/A	PSHE helps students understand different cultures, traditions, and perspectives, fostering an appreciation of diversity. This cultural awareness is a crucial component of cultural capital, enabling students to navigate and appreciate various social contexts.	R3, R14, R15, R16, R38, R39, R40, R41, R42, R43, R44, R45,
9/10	<b>1 Healthy Lifestyle choices</b> <b>Approx 14 Weeks</b>	Caffeine, drugs, alcohol, tobacco, use, misuse, prolonged use, health implications, harm, medical consequences, legal limits, consumption	Students will work on their communication and listening empathetic skills and learn to be resilient and tolerant under influence and be respectful understanding and critical thinkers.	Drugs, alcohol and tobacco have only previously been covered in science. However, there are links to managing risks Y7 and Managing Influences Y8.	Students will learn about the associated risks and dangers of short term and prolonged drug, alcohol and tobacco use / misuse. They will also learn about the risks of caffeine use and the implications for future health.	Through teacher led discussion and questioning.	Lessons on personal safety, online safety, and substance abuse prevention help students make informed choices, contributing to their overall wellbeing and ability to participate fully in society.	R20, R42, R43, H23, H24, H25, H26, H27, H28, H29
9/10	<b>2 Identity Being Yourself – Healthy relationships and sexual health</b>	Sexual health, consent (and the right to withdraw), intimacy, attraction,	Students will work on their communication and listening empathetic skills,	It links to the Yr 7 Term 3 SoL on Healthy Relationships. It also links to	Students will learn in depth about sexual health and what a healthy relationship looks and feels like. They will recap	Through teacher led discussion and	A curriculum that is inclusive of different sexual orientations, gender	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R23, R24, R25, R26, R27, R28, R29, R30, R31

	<b>Approx 14 weeks</b>	relationship values, trust, negotiation, communication, contraception, FGM (female genital mutilation), STIs, sexuality, diversity, pornography, media, pressure, manipulation, coercion, control, readiness, pregnancy, risks, gender roles, expectations, pleasure, romance.	negotiation, communication, and decision-making skills that are crucial for healthy relationships and sexual health.	the Yr 8 Term 3 SoL on Social Influences. There is a link to the Yr 9 SoL on Drugs and Alcohol.	the law in relation to consent and the right to withdraw consent at any time. They will learn about the importance of trust and communication in healthy relationships and that the feelings of both people should be considered. They will learn about the risks involved in sexual relationships such as unplanned pregnancy and STIs and how to protect against these and / or get help and support if needed. Students will learn about how sex is portrayed in the media (including pornography) and how this can influence their own perception and expectations of relationships. Students will learn that there are different kinds of relationships and that sexual attraction is diverse. They will learn the difference between biological sex, gender identity and sexual orientation. They will develop their understanding of the responsibilities that go hand in hand with relationships and marriage such as trust and decision making. They will learn about the impact	questioning	identities, and cultural backgrounds ensures that all students feel represented and respected.	
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					of drugs and alcohol on decision making in social situations. They will learn how some relationships do ultimately break down and ways to help them to cope with this if it happens.			
9/10	<b>3</b> <b>Financial Wellbeing</b> <b>Approx 6-8 weeks</b>	Money, budgeting, gambling, fraud, cybercrime, debt, lending, risk, finance, risks, social engineering.	Students will learn and use thinking and decision-making skills, teamwork, judgment skills, exploration, negotiation and critical thinking skills.	Links to Skills and aspirations from Y8/9Careers and pathways from Y8/9 and leads onto Careers in Y9/10.	Students will learn in depth about how to effectively budget and evaluate savings options how to prevent and manage debt, including understanding credit rating and pay day lending how data is generated, collected and shared, and the influence of targeted advertising how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling strategies for managing influences related to gambling, including online about the relationship between gambling and debt about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities.	Through teacher led discussion and questioning.	This topic includes education on personal finance, budgeting, and economic principles, equipping students with the knowledge to make informed financial decisions. This economic understanding affects their ability to manage resources and opportunities effectively.	H25, R38, L16, L17, L18, L19, L20, L25
Y9/10	<b>Sophie Lancaster</b> <b>Stereotyping, prejudice, hate crime.</b>	Stereotyping, acceptance, tolerance, diversity, hate crime.	Students will learn and use thinking and decision-	Links to Being Yourself Y9/10, Identity	The lessons aim to give young people the confidence to speak out against bullying, report hate crimes, and	Through teacher led discussion	Learning about Respect, tolerance, stereotypes and hate	R5, R6, R9, R10, R14

	<b>One Lesson</b>	challenge prejudices, encourage critical thinking, and help students understand the consequences of their actions, fostering a more inclusive and respectful attitude.	making skills, teamwork, judgment skills, exploration , negotiation and critical thinking skills.		support victims. create a society where everyone, including those in alternative subcultures, feels safe to express their identity without fear of violence.	and questioning,	crime builds powerful knowledge, values and skills that help them successfully navigate society.	
Y10/11	<b>1 Addressing Extremism and Radicalisation</b> Approx 6-8 weeks	Influence, pressure, relationships, extremism, radicalisation, inclusive, prejudice, discrimination, racism, ableism, faith-based prejudice, consequences, behaviour, attitudes, impact, gang culture, criminality, legality.	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other people's opinions and beliefs.	Links to identity and managing influences.	Students will learn and understand about communities, inclusion, respect and belonging, about the Equality Act, diversity and values, about how social media may distort, misrepresent or target information in order to influence beliefs and opinions, how to manage conflicting views and misleading information how to safely challenge discrimination, including online, how to recognise and respond to extremism and radicalisation About the impact of individual's beliefs and actions on community cohesion and how this links to the importance of promoting British Values, British heritage, and immigration over time to understand a huge part of British culture is valuing diversity.	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	<b>Pride Month</b> Through discussions and debates on ethical and social issues, students learn to think critically, analyse information , and form reasoned arguments. These cognitive skills are highly valued in higher education and professional environment. Encourage critical thinking and open discussion about controversial topics, enabling students to critically evaluate different viewpoints, including extremist ideologies.	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29

Y10/11	<b>2 Healthy Relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including contraception and pregnancy, options. Sexual harassment, The impact of the media and pornography	Sex, pleasure, safety, contraception, options, abortion, media, pornography.	Respect will be shown towards other people's opinions and beliefs, empathy.	Links to Being Yourself Y9/10, Identity and Relationships	about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STI's, effective use of condoms and negotiating safer sex about the consequences of unprotected sex; including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Students can build a foundation for a happy, safe, and fulfilling future. These skills not only help them navigate life's challenges but also empower them to thrive in various aspects of their personal and professional lives.	R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34 & L21
Y11 PfA	<b>3 Planning for a Safe and Happy Future</b>	Honour based violence, abortion, termination, legal rights, forced marriage, prejudice, discrimination, parenting, pregnancy, contraception, fostering, adoption,		Links to Healthy Lifestyles Y9/10	Students will gain a strong understanding of aspects of the law in relation to their rights around domestic abuse, discrimination, abortion, forced marriage and honour based violence. They will gain a good understanding of these	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	<b>Pride Month</b> Through discussions and debates on ethical and social issues, students learn to think critically, analyse information, and form reasoned	R28-R38

		sexual harassment.			themes and how to recognise them as well as knowing what to do if it happens to them.		arguments. These cognitive skills are highly valued in higher education and professional environments. Students can build a foundation for a happy, safe, and fulfilling future. These skills not only help them navigate life's challenges but also empower them to thrive in various aspects of their personal and professional lives.	
Y11 PfA	<b>4 Independence</b>	Cancer, screening, symptoms, prevention, stem cells, blood donation, organ donation, Aesthetics, pressure, self-image, cosmetic, surgery.	Students will develop further self-management skills, critical thinking, independence and empathy.	Links to Healthy Lifestyles Y9/10	Students will understand how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills how to assess emergency and non-emergency situations and contact appropriate services about the links between lifestyle and some cancers, about the importance of screening and	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	This topic will develop key independence skills around health awareness and personal responsibility. The session opens by exploring what independence means to young people and why it matters as they approach adulthood. It	H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24

					how to perform self-examination about vaccinations and immunisations about registering with and accessing doctors, sexual health clinics, opticians and other health services, how to manage influences and risks relating to cosmetic and aesthetic body alterations about blood, organ and stem cell donation.		introduces the importance of self-screening for cancers relevant to their age group—such as testicular, breast, and skin cancer—using visuals or guided demonstrations, including app-based tools or physical models.	
Y11 PfA	<b>5 Building for the future and Study Skills</b>	Stereotypes, prejudice, stress, depression, anxiety, self-efficiency, self-concept, self-esteem, resilience, work life balance,	Students will develop further self-management skills, critical thinking, independence	Links to planning for a safer future	In this topic, how to manage the judgement of others and challenge stereotyping, how to balance ambition and unrealistic expectations, how to develop self-efficacy, including motivation, perseverance and resilience, how to maintain a healthy self-concept, about the nature, causes and effects of stress, stress management strategies, including maintaining healthy sleep habits, how to balance time online.	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Students are supported in developing not only in their exams but also in life beyond school. A key focus is on equipping them with effective study skills that foster independence, time management, and strategic revision techniques. These essential tools enable students to take ownership of their learning and prepare with confidence.	H2, H3, H4, H8, H12, L22

Y11 PfA	<b>Study Skills</b>	Revision, planning, timetables, skills, memory skills, self-efficacy	Students will learn how to manage their time independently, different revision skills.	Links to building for the future. Y11	In this topic students will develop skills that will help them manage their time effectively, how to revise efficiently, how to manage stress and look after their wellbeing.	N/A	Students are supported in developing not only in their exams but also in life beyond school. A key focus is on equipping them with effective study skills that foster independence, time management, and strategic revision techniques. These essential tools enable students to take ownership of their learning and prepare with confidence	
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Appendix 3:  
By the end of secondary school students should know:



<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>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.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>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.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material e.g. 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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>



	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> <li>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).</li> <li>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.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

