



ETHOS OF EXCELLENCE

Relationships and Sex Education (RSE Policy)

The policy will be reviewed in October 2026

Rationale/Ethos

George Spencer Academy believes that Relationship and Sex education [RSE] makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. As an ethos driven school we recognise that RSE is essential for all young people, irrespective of gender, ethnicity or ability, about physical, sexual, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It does not promote sexual activity or any particular sexual orientation or gender identity. 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 acquiring knowledge and information, sharing information, developing skills, and exploring issues, beliefs, attitudes and values.

It is essential that young people develop the skills to enable them to take control over their own sexual health and entity and become responsible citizens who make well-informed decisions about their lives.

Aims

- Provide a framework in which sensitive discussions can take place
- Develop understanding of key issues linked to relationships and sexual development
- Create a positive culture, promoting acceptance and tolerance around issues of sexuality and relationships
- 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
- Support students being physically, socially, emotionally safe and healthy encompassed within the core values that underpin our ethos of excellence.

Legislation

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are 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](#). At George Spencer Academy, we teach RSE as set out in this policy. Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform George Spencer Academy RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Relationships and sex education (RSE) and health education (2025)
- Keeping children safe in education – Statutory safeguarding guidance (2025)

Roles and responsibilities

- The Assistant Principal (Student Development and Well Being) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see parents right to withdraw).
- The Head of Personal Development will lead the RSE programme across the school.
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
 - 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.

Sensitive issues, confidentiality and advice to students

- (a) Sensitive issues may include: Puberty, menstruation, sexual intercourse, contraception, abortion, safer sex, HIV/AIDS, sexually transmitted infections (STIs), abuse, awareness of sexuality or gender identity. Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with their line manager or a senior leader. The DfEE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education issued in July 2018', contains further information on these topics and staff should be familiar with these. Teachers should establish clear parameters of what is and is not appropriate in a whole class setting to ensure a safe environment in which stakeholders do not feel embarrassed or anxious is established. Furthermore, discussions should always remain depersonalised. If a student requires further information, the class teacher can direct them to discuss further with an appropriate person, for example, Director of Learning (DL), Pastoral Support Assistant (PSA), Designated Safeguarding Lead [DSL] or member of SLT, as appropriate. If a teacher is concerned that a student is at risk of sexual abuse, they must inform the DSL in line with our Safeguarding and Child Protection policy. If a teacher is concerned about a student who is struggling with their sexuality or gender identity and that this is affecting their physical and/or mental wellbeing, staff should pass this information to the relevant DL. Questions, which have some relevance to sexual matters may arise during discussion. In order to avoid any question of parental withdrawal from such lessons, the law requires that 'such discussion is relatively limited and set within the context of the subject concerned'.
- (b) Confidentiality: If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The member of staff must refer to the DSL as outlined in the Safeguarding and Child Protection policy.
- (c) Advice to students: Through the pastoral support system, students will be given full information related to RSE elements.

Curriculum Design and Delivery

Our RSE curriculum design is set out in our curriculum map (Appendix 1). Specific learning aims of the curriculum map for each year group are set out in the programme of study (Appendix 2). This curriculum is subject to change and will be developed in consultation with parents, pupils and staff and designed with the age, needs and feelings of our pupils considered.

RSE is taught within George Spencer's Personal Development curriculum. Lessons are delivered by Learning Managers during form time learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in philosophy and computing.

All pupils will be given access to the curriculum and where SEND support is required this will be provided on consultation with the SENCo. For students with SEND, Learning Managers will ensure profiles are followed to ensure those students are supported in accessing the curriculum.

New staff will be provided with specific training on how to deliver the Personal Development curriculum (including RSE) as part of their induction. Learning managers will access continued professional development focusing on the implementation of the Personal Development curriculum as part of half termly Pastoral Development meetings.

Safe and Effective Practice

We will ensure a safe learning environment by ensuring that teachers and pupils agree ground rules before the delivery of an aspect of RSE. Teachers will remind students of the high expectations for successful delivery of lessons. Sensitive issues will be handled by teachers with care and with the support of the DL's, PSA's and DSLs. Students will also have access to Pastoral Support where necessary.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the case this occurs, teachers will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead and follow procedures outlined in our Child Protection and Safeguarding Policy. Visitors and external agencies which support the delivery of RSE will be required to present DBS checks and will be required to read our Academy Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the Safeguarding Lead and the Assistant Principal in charge of Pupil Development and Well Being.

Engaging Stakeholders

Parents will receive a letter informing them about the RSE curriculum and will be directed to a google form where they can provide feedback. The policy will be available to parents through the Academy website. Parents can request to discuss any aspects of the curriculum with the Assistant Principal in charge of Pupil Development and Well Being in the first instance. We work closely with parents to ensure that they are fully aware of what is being taught.

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher or a delegated member of staff will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring, Reporting and Evaluation

Learning Managers will critically reflect on their work in delivering RSE through termly pastoral development meetings to ensure that consistent messages are taught across the school. Directors of Learning and the Head of Personal Development will implement quality assurance processes across their year group to monitor the delivery of RSE in their year group. DLs quality assurance will be overseen by the Assistant Principal for Pupil Development and Well Being to ensure consistency.

Pupils will have opportunities to review and reflect on their learning during lessons and will complete student voice activities which will be influential in adapting and amending planned learning activities for the future.

Appendix 1) GSA

2025-26 Personal Development

Curriculum Map

The Personal Development curriculum is a responsive curriculum: it will be reviewed and amended to meet the physical, social, health and economic needs of our students.

We aim to develop students who:

- have knowledge and understanding of: health and well-being, relationships and the wider world which will encourage them to be responsible, tolerant and positive citizens who are prepared for life in modern Britain;
- develop empathetic thinking skills and are encouraged to respectfully acknowledge the views of others, to try to understand them and use them to challenge their own views;
- have opportunities to learn about the wider world and information that is not included in our formal curriculum.

	Autumn 1 (HT1) Health and Wellbeing	Autumn 2 (HT2) Living in the Wider World	Spring 1 (HT3) Relationships Education	Spring 2 (HT4) Health and Wellbeing	Summer 1 (HT5) Relationships Education	Summer 2 (HT6) Living in the Wider World
Year 7						
Topic Covered	Transition and safety Transition to secondary school and personal safety in and outside school.	Developing skills and aspirations. Careers, teamwork and enterprise skills, and raising aspirations. An introduction to British Values	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact and FGM.	Building relationships (Relationships education) Self-worth, romance and friendship (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Knowledge Deepened	How to identify, express and manage their emotions in a constructive way.	How to problem-solve, communicate, work as a team, lead, manage risks and be creative. Understand the importance of	How to challenge prejudice, stereotypes and discrimination	How to manage physical and emotional changes during puberty	How to recognise unhealthy relationships	How to make safe financial choices

		democracy, mutual respect and tolerance.				
Skills developed	Reflection, coping strategies, organisation, self awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Links PSHE Association	H1, H2, H30, H33, R13, L1, L2	R15, R39, L1, L4, L5, L9, L10, L12	R3, R38, R39, R40, R41	H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	H1, R2, R9, R11, R13, R14, R16, R24	H32, L15, L16, L17, L18
Flagship Link						
Cross Curriculum Connections		Core PE KS3 - Teamwork Skills	History Y9 - Holocaust Civil Rights Movement 1950-1970 History - Y9 HT6 History of Terrorism History - Y11 HT2 Weimar and Nazi Germany	Science Y8 HT5 B4 - Reproduction Core PE KS4 - Healthy Lifestyle H&S - Factors affecting growth		
Resources to support learning	Mental wellbeing Overview PHE School Zone First Aid Lesson Plans St John Ambulance (sja.org.uk)	A World of Difference Resources Teaching Visible Difference (changingfaces.org.uk)	Mental wellbeing Overview PHE School Zone	Mental wellbeing Overview PHE School Zone	Dove Self-Esteem Project UK - National Schools Partnership	econoME Bank of England

Year 8						
	Autumn 1 (HT1) Health and Wellbeing	Autumn 2 (HT2) Living in the Wider World	Spring 1 (HT3) Relationships Education	Spring 2 (HT4) Health and Wellbeing	Summer 1 (HT5) Relationships Education	Summer 2 (HT6) Living in the Wider World
TopicCovered	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Knowledge Deepened	How to manage influences in relation to substance use	How to set aspirational goals for future careers and challenge expectations that limit choices	How to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination	How to challenge misconceptions stigma	How to demonstrate positive behaviours in healthy relationships	How to use social networking sites safely
Skills developed	Reflection, coping strategies, organisation, self awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Links PSHE Association	H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	R39, R41, L3, L8, L9, L10, L11, L12	R39, R40, R41, R3, R4, R42, R43	H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27
Flagship Link						Personal Development & Computer Science - Online safety

Cross Curriculum Connections			History - Y9 (HT5) Holocaust Civil Rights Movement 1950-1970 History - Y9 HT6 History of Terrorism History - Y11 HT2 Weimar and Nazi Germany	Psychology Y10 HT 5 Defining mental health. H&S - Y11 Health and Wellbeing		
Resources to support learning	Mental wellbeing Overview PHE School Zone https://ed.ted.com/lessons/what-you-should-know-about-vaping-and-e-cigarettes-suchitra-krishnan-sarin/review-open#question-4		Parents and Carers Say no to autism Dimensions (dimensions-uk.org)	Mental wellbeing Overview PHE School Zone	Send me a pic? (thinkuknow.co.uk)	Piracy: What's the big deal? 11 – 14 yrs - Media Smart

	Autumn 1 (HT1) Health and Wellbeing	Autumn 2 (HT2) Living in the Wider World	Spring 1 (HT3) Relationships Education	Spring 2 (HT4) Relationships Education (Sex Education in Lesson 1, 2, 3)	Summer 1 (HT5) Health and Wellbeing	Summer 2 (HT6) Living in the Wider World
Topic Covered	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Employability skills Employability and online presence
Knowledge Deepened	How to assess risk and manage influences, including online	How to work towards aspirations and set meaningful, realistic goals for the future	How to manage relationship and family changes, including relationship breakdown, separation and divorce	How the portrayal of relationships in the media and pornography might affect expectations	How to manage influences on body image	How to identify and access support for concerns relating to life online
Skills developed	Reflection, coping strategies, organisation, self awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Links PSHE Association	H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	H2, R1, R6, R19, R21, R22, R23, R35, R36	R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	H3, H14, H15, H16, H17, H18, H19, H21	R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27
Flagship Link						
Cross Curriculum	Psychology Y10 - Social influence	French HT3 Y10 - Customs and Festivals/ Education Post-16 & Career Choices and Ambitions	French HT1 Y9 Family, descriptions and school	Science Y10 Biology HT4 Homeostasis Topic B11		

Connections	Y9 History - Hitler Youth Case study WW2 key events					
Resources to support learning	ACT for Youth (npcc.police.uk)		Free resources for 11-18yr olds CRESST	Resource Hub - You Before Two : You Before Two	Teenage Cancer Trust UK Cancer Charity	Anti-Fraud Lesson Plans Fraud Resources for Teachers Cifas
Year 10						

	Autumn 1 (HT1) Health and Wellbeing	Autumn 2 (HT2) Living in the Wider World	Spring 1 (HT3) Relationships (Sex Education in Lesson 1, 2, 3)	Spring 2 (HT4) Health and Wellbeing	Summer 1 (HT5) Community, Relationships and Tolerance	Summer 2 (HT6) Living in the Wider World
TopicCovered	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography <i>RE link to expression of identity</i> <i>RE link to moral, religious and spiritual issues</i>	Exploring influence The influence and impact of drugs, gangs, role models and the media	Religious Education - Understanding different faiths and beliefs British Values link - Mutual Respect Addressing extremism and radicalisation Communities, belonging and challenging extremism <i>RE link to perspectives of others & misunderstood nature of religion; to sources of wisdom and authority, historical, cultural and social contexts; to critically evaluating varied perspectives, world views, diversity; to sources of wisdom and authority, cultural and social contexts; moral issues</i> <i>RE link varied perspectives and approaches to issues of community cohesion</i> <i>RE link to sources of wisdom</i>	Work experience Preparation for and readiness for work

					<i>and authority, cultural and social contexts</i>	
Knowledge Deepened	How to reframe negative thinking	How data is generated, collected and shared, and the influence of targeted advertising	How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support	How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime	How to safely challenge discrimination, including online	How to evaluate strengths and interests in relation to career development
Skills developed	Reflection, coping strategies, organisation, self awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Links PSHE Association	H2, H5, H6, H7, H8, H9, H10	H25, R38, L16, L17, L18, L19, L20, L25	R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	H19, H20, H21, R20, R35, R36, R37	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23
Flagship Link						
Cross Curriculum Connections	Psychology Y10 HT 5 Defining mental health.			History (Y9) - Hitler Youth Case study WW2 key events		History - Y9 HT6 History of Terrorism
Resources to support learning	Key Stage 4 PSHE Resource BBFC	Anti-Fraud Lesson Plans Fraud Resources for Teachers Cifas	Working out Relationships Network on Family Regulation and Society University of Exeter	Live #knifefree	Be Internet Citizens	https://www.youthemployment.org.uk/teachers-resources/careers-lesson-plans/
Year 11						

	Autumn 1 (HT1) Relationships	Autumn 2 (HT2) Living in the Wider World	Spring 1 (HT3) Health and Wellbeing	Spring 2 (HT4) Health and Wellbeing	Summer 1 (HT5) Relationships Education	
TopicCovered	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse <i>RE link influence of Christianity on UK marriage</i> <i>RE link evaluation of ultimate questions about purpose and commitments of human life</i> <i>RE link moral, religious and spiritual issues</i>	Next steps Application processes, and skills for further education, employment and career progression	Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts	Families and Religious Education Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. Understanding different faiths, beliefs and religions <i>RE link influence of Christianity on UK marriage</i> <i>RE link to moral, religious and spiritual issues</i> <i>RE link varied perspectives and approaches to issues of community cohesion</i>	
Knowledge Deepened	How to communicate assertively	How to maximise employability, including managing online presence and taking opportunities to broaden experience	How to develop self-efficacy, including motivation, perseverance and resilience	How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)	How to evaluate readiness for parenthood and positive parenting qualities	

Skills developed	Reflection, coping strategies, organisation, self awareness, discussion, agency and decision making, strategies to manage influence empathy, assertive communication support seeking skills, risk management					
Links PSHE Association	H26, H27, H28, H29, R16, R17, R21, R23, R32	L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	H2, H3, H4, H8, H12, L22	H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	
Flagship Link					Personal Development & Philosophy - Relationships	
Cross Curriculum Connections	Science Y10 Biology HT4 Homeostasis Topic B11	French HT3 Y10 - Customs and Festivals/ Education Post-16 & Career Choices and Ambitions				
Resources to support learning	Working out Relationships Network on Family Regulation and Society University of Exeter	https://www.youthemployment.org.uk/teachers-resources/careers-lesson-plans/	Mental wellbeing Overview PHE School Zone	PSHE PSE training resources for CPR BHF	Free PSHE lessons on loss and bereavement School resources Winston's Wish (winstonswish.org)	
Year 12						
Topic Covered	Personal Development: Professionalism conduct and	Personal Development:	Personal Development:	Personal Development:	Living in the Wider World: Life and work	Relationships

	online safety Health and Wellbeing - Self Concept - transitional life stage <i>- RE link to expression of identity</i> Professionalism conduct and online safety - Rights and responsibilities in part-time jobs - Professional conduct & boundaries - Challenging online content	Health and Wellbeing - Drugs, alcohol and tobacco Relationships - Forming and maintaining respectful relationships, including online	Relationships: - Relationships, abuse and marriage <i>- RE link influence of Christianity on UK marriage</i> Health and Wellbeing - Contraception - STIs	Relationships: - Consent - Sexual Abuse Health and Wellbeing - Body Image Living in the WiderWorld - Radicalisation <i>- RE link to perspectives of others & misunderstood nature of religion; to sources of wisdom and authority, historical, cultural and social contexts; to critically evaluating varied perspectives, world views; to sources of wisdom and authority, cultural and social contexts; moral issues</i>	- Interviewing - Post 18 - Consumer information Health and Wellbeing - Monitoring health - Reliable sources	- Cultural diversity - Prejudice and discrimination <i>- RE link to sources of wisdom and authority, cultural and social contexts</i> Health and wellbeing - Mental Health
Knowledge Deepened	How to demonstrate professional conduct, including following health and safety and online presence	How to assess and manage risk and personal safety in new independent situations, including online	How to identify the signs of abuse, exploitation and assault or rape	How to seek and assertively give, not give or withdraw consent, in all contexts	How to manage work-life balance, including study, leisure, exercise, sleep and time online	How to safely challenge prejudice and discrimination, including online
Skills developed	Reflection,, self awareness	Discussion, reflection, agency and decision making, strategies to manage influence	Reflection, empathy, assertive communication, support seeking skills, risk management	Reflection, empathy, compassion, communication	Reflection, discussion, empathy Discussion, application, risk management	Reflection, discussion, empathy Discussion, application, risk management
Links	L8, L9, L20, L21, L22, L23	H21, H22, H23, H24,	R1, R19, R20, R21	R11, R12, R13	L1,L2,L3,L4,L5,L7,L24	H5, R1, R3, R25

PSHE Association		R4, R5, R6, R7	H18, H19, H20,	H1,H2,H3 L25	H8	
Flagship Link						
Cross Curriculum Connections	Psychology Y10 HT 5 Defining mental health. History - Y9 (HT5) Holocaust Civil Rights Movement 1950-1970 History - Y9 HT6 History of Terrorism History - Y11 HT2 Weimar and Nazi Germany		Science Y10 Biology HT4 Homeostasis Topic B11			
Resources to support learning	https://www.skillsyouneed.com/rhubarb/skills-young-people-need.html	https://www.alicerugglestrust.org/	https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-(stis) https://www.sexwise.org.uk/stis	https://nottssvss.org.uk/consent-coalition/ https://www.safe4me.co.uk/portfolio/healthy-relationships/ https://www.thinkuknow.co.uk/professionals/resources/online-blackmail	https://nationalcareers.service.gov.uk/ https://www.unifrog.org/	https://www.bbc.co.uk/bitesize/guides/zdrrbmd/revision/1 Mental wellbeing Overview PHE School Zone
Year 13						

Topic Covered	Personal Development: Health and Well Being - Mental health and emotional well being, including strategies for positive mental health, supporting others, work-life balance <i>- RE link to beliefs and practices of world views, sources of wisdom, social contexts, expression and ways of life, value, spiritual issues</i> Relationships - Forming and maintaining respectful relationships - Difficult relationships - Conflict resolution	Personal Development: Health and Well Being - Managing risk and personal safety - Travelling safely Relationships - Harassment, managing aggressive social situations <i>- RE link moral issue</i>	Personal Development: Health - Online personal safety <i>- RE link value</i> Relationships: - Contraception and parenthood <i>- RE link commitments of human life</i> Living in the Wider World - British values <i>- RE link moral issue</i>	Personal Development: Living in the Wider World: - Positive discrimination - Spiritual and cultural life in Britain <i>- RE link moral issue</i>	Personal Development: Health and Well Being - Health services - recognising illnesses - maintaining healthy diet	
Knowledge Deepened	How to communicate personal values in different types of relationships	How to recognise manipulation and coercion and manage negative influence and persuasion	How to effectively evaluate and use the most appropriate methods of contraception in different circumstances	How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice	How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)	
Skills developed	Reflection, coping strategies, organisation, self awareness	Discussion, reflection, agency and decision making,	Reflection, empathy, assertive communication, support	Reflection, empathy, compassion, communication	Reflection, discussion, empathy	

		strategies to manage influence	seeking skills, risk management		Discussion, application, risk management	
Links PSHE Association	H4, H6, H7, H14 R8, R9, R10	H15, H16, H17 R22, R23, R24, R25	R14, R15, R16, R17, R18 L10, L11, L12	L13, L14, L15, L16, L17, L18, L19	H10, H11, H12, H13	
Flagship Link						
Cross Curriculum Connections	Psychology Y10 HT 5 Defining mental health.		Science Y10 Biology HT4 Homeostasis Topic B11 History Y10 Medicine in Britain	Y7 Philosophy		
Resources to support learning	https://www.safe4me.co.uk/portfolio/healthy-relationships/ Mental wellbeing Overview PHE School Zone	https://www.alicerugglestrust.org/	https://www.nhs.uk/conditions/contraception/	https://healthyschoolscp.org.uk/pshe/money-management/ https://themoneycharity.org.uk/resources/	https://www.nhs.uk/conditions/vaccinations/ https://www.nhs.uk/	

Year 7 Mid-Term Overview		
Autumn Term 1	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	*how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid
Autumn Term 2	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations and an introduction to British Values	*How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices • about the importance of democracy, mutual respect and tolerance, individual liberty (2 sessions)
Spring Term 1	Diversity, prejudice, and bullying	*about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
Spring Term 2	Health and puberty, Healthy routines, influences on health, puberty, unwanted contact, and FGM	*How to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support
Summer Term 1	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	*how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships

		• how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
Summer Term 2	Financial decision making Saving, borrowing, budgeting and making financial choices	*how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour

Year 8 Mid-Term Overview

Autumn Term 1	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	*about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
Autumn Term 2	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	*about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices
Spring Term 1	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	*how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
Spring Term 2	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	*about attitudes towards mental health • how to challenge misconceptions stigma

		• about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies
Summer Term 1	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	*the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
Summer Term 2	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	*about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions

Year 9 Mid-Term Overview

Autumn Term 1	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	*how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs
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		• about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Autumn Term 2	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	*about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
Spring Term 1	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	*about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
Spring Term 2	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	*about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, 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
Summer Term 1	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	*about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination

Summer Term 2	Employability skills Employability and online presence	*about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress *how to identify and access support for concerns relating to life online
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Year 10 Mid-Term Overview

Autumn Term 1	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	*how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
Autumn Term 2	Financial decision making, the impact of financial decisions, debt, gambling and the impact of advertising on financial choices	*how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and payday 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
Spring Term 1	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	*about relationship values and the role of pleasure in relationships • about assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours *about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent

		• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
Spring Term 2	Exploring influence The influence and impact of drugs, gangs, role models and the media	*about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
Summer Term 1	Understanding different religions, faiths and beliefs Addressing extremism and radicalisation Community cohesion and challenging extremism	• Understanding different faiths and beliefs • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent 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
Summer Term 2	Work experience Preparation for and evaluation of work experience and readiness for work	*how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience

Year 11 Mid-Term Overview		
Autumn Term 1	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	*about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online - about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support
Autumn Term 2	Next steps Application processes, and skills for further education, employment and career progression	*how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
Spring Term 1	Building for the future Self-efficacy, stress management, and future opportunities	*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 • about positive and safe ways to create content online and the opportunities this offers • how to balance time online
Spring Term 2	Independence Responsible health choices, and safety in independent contexts	*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 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
Summer Term 1	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	*about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support