

# **Personal, Social, Health , Citizenship Education (PSHCE) and Relationships, Sex and Health Education (RSHE) Policy**



## **The Cottesloe School**

<b>Policy Type:</b>	Statutory & Non-Statutory
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## **1. Introduction**

Personal, Social, Health, and Citizenship Education is the school subject where students are able to develop key skills and attributes for lifelong learning and success in our ever-changing world. It not only affords opportunities to educate about risk taking behaviours but also self-management, resilience, empathy, critical thinking and to become informed consumers, who can take advantage of future opportunities, responsibilities and experiences as they move into adulthood. This enhances our school ethos of the 6Cs and our Healthy Relationships. We believe that good PSHCE has the power to transform the life opportunities of our children and keep them safe both inside and outside of the classroom.

Within the PSHCE curriculum there is a statutory requirement to teach young people about Relationships, Sex and Health. From September 2026, the government has introduced new legislation and guidance for schools in the content and teaching of RSHE. As a school, we have adapted our teaching and as part of this, we have chosen to combine our PSHCE and RSHE policies together for ease of understanding.

## **2. Defining Relationships and Sex Education:**

At The Cottesloe School, we hold a steadfast conviction that high-quality Personal, Social, Health and Citizenship Education (PSHCE) and Relationships, Sex and Health Education (RSHE) is a fundamental right for every student. Our policy is rooted in the school's commitment to the 6Cs and our Healthy Relationship ethos, ensuring that our curriculum goes beyond mere instruction to foster a culture of integrity and mutual respect. We have integrated the compulsory elements of RSHE into a much broader PSHCE curriculum. Please see the attached appendices for age related learning outcomes. The curriculum plan for each academic year can also be found on the School's website.

Delivering RSHE through our PSHCE curriculum provides the best context for this vital part of the School's ethos to promote wellbeing, develop positive self-image, foster positive relationships and provides a unique contribution to safeguarding our students now, in school, out of school and in their future lives. Our learning covers a wide range of aspects surrounding sexual health and relationships, as well as emotional health (SEMH) and wellbeing, consent, healthy relationships, sexual harassment, sexting, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Gillick Competence, Misogyny, Incel Culture, Violence Against Women and Girls (VAWG) and much more. Details of the statutory required outcomes can be found in section 9 of this policy.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations from 2019, (made under sections 34 and 35 of the Children and Social Work Act 2017), state that RSE is a compulsory educational entitlement for all students receiving secondary education in England from September 2020, with the exception of independent schools. All schools have legal duties (under the Equality Act 2010) to ensure that they cater for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This very much underpins all that we aim to do within our PSHCE and RSHE curriculum.

This policy is written in accordance with the DfE statutory guidance document Relationship Education, Relationships and Sex Education (RSE) and Health Education (final version published in July 2025) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. It has also been written in accordance with recommendations from the PSHE Association to move from RSE to RSHE.

The school maintains a position of professional neutrality on sensitive and contested topics. We do not seek to promote any specific sexual orientation or gender identity, nor do we encourage early sexual experimentation. Instead, our teaching is designed to be factually accurate, medically sound, and focused on the legal frameworks governing consent, privacy, and personal safety.

### **3. Ethos & Intent**

At the Cottesloe School, PSHCE is a wide and balanced curriculum that works in alignment with other curriculum areas of the school - this can be found in Appendix 4 - , and is created to the same standard of breadth and ambition to these other curriculum areas. Our curriculum takes into account the statutory requirements and local demographic of our students whilst affording space for students to acquire the knowledge and cultural capacity (please see the integration of the SMSC Policy below) that they need to succeed in life. The Cottesloe School continues to recognise, respond and reflect to and upon the needs of our students in order to educate them into becoming fulfilled, successful and - most importantly - safe members of a global society. Our PSHCE Curriculum is designed with this ethos at its very core. At the end of each term, students are invited to complete consolidation activities and are given the opportunity to give anonymous feedback to develop the Curriculum in their interests. The Curriculum is also developed with guidance from the Thames Valley Police newsletter for schools, the statutory requirement for both PSHCE and RSHE. Hence, the invaluable and ever-updating information allows the school to create a curriculum that is age and maturity level appropriate with the meeting of statutory requirements that suits both the demographic and educational needs of our students.

We aim to enable our students to thrive as individuals, family members and ultimately members of society as a whole. We leave our students vulnerable if we fail to equip them with the skills, attributes and strategies to lead healthy, successful and happy lives, enabling them to be critical consumers and make safe and informed decisions both now and in their futures.

### **4. Working with parents:**

It is vital that we work in partnership with all parents and carers to ensure that there is an open dialogue and that parents and carers have the opportunity to understand the content and purpose of our PSHCE and RSHE curriculum. Parents and carers should know what is being taught at each Key Stage and how best to support their child/ children.

We have an open door policy for any parents/carers who wish to find out more about our Schools' PSHCE and RSHE provision and encourage parents and carers to make an appointment with the subject lead should the need arise. Details of the Health Education, Relationships Education and Sex Education outcomes for Secondary School students are detailed in Appendix 2 of this policy. An up to date road map of curriculum content by year group is available on the School Website. Each road map details what is being taught and what resources are being utilised in each half term.

Under the new legislation (with effect from September 2026) parents and carers do not have the right to withdraw their child/ children from the Health Education or the Relationships Education elements of the PSHCE curriculum as these are part of the statutory requirements for all students in England under the DfE guidance 2019. However, parents and carers are entitled to withdraw their child/children from designated Sex Education lessons. Requests for withdrawal should be put in writing for the attention of the Headteacher. A meeting will be held to discuss the reasons for withdrawal between the Headteacher or other Senior Leader as appropriate, the Head of PSHCE and the parents or carers.

Students can ask to be included in all aspects of the RSHE curriculum and essentially opt back into designated Sex Education lessons in the three terms before they turn 16. The School therefore has a duty to provide Sex Education in one of the last three terms of a student's education. Please see Appendix 1 which is a DfE Guide for parents about RSE in Secondary Schools - Please note that other languages can be arranged if needed.

## 5. Curriculum Structure & Implementation

At The Cottesloe School students are taught PSHCE each week in a one-hour lesson within their tutor groups. The teachers, in the vast majority, are the students' Form Tutor who have therefore built a successful relationship with their group and who know them best. This will then have the benefit of creating a safe and supportive learning environment, which is essential when traversing high stakes, and sensitive, conversations and content. Form Tutors, although not subject specialists, are the specialists of their group's needs and can therefore tailor the 'Grab & Go' lessons cultivated from PSHE Association accredited resources accordingly.

All staff responsible for teaching PSHCE at The Cottesloe School are primarily given chronological 'Grab & Go' resources cultivated from PSHE Association accredited resources that align with the spiral and living curriculum that is expected within PSHCE. These lessons are informed through a detailed, written scheme of work with appropriate learning intentions. This is supported by key questions, guidance notes and age-appropriate resources and curriculum objectives to be met each lesson. Teachers are also given the opportunity to attend PSHCE workshops through our Twilight CPD rotations to give informed feedback on the aforementioned schemes of work and resources, where additional training is provided where necessary - as well as INSET Day updates and guidance slides at the start of each lesson.

Our PSHCE Curriculum is one of a spiral nature which builds upon concepts covered from KS3 (Years 7-9) through to KS5 (Sixth Form) where the learning is scaffolded towards adapting to the understanding and engagement of our students as they travel through their adolescence. The aim at each Key Stage is to ensure that all students are equipped with the information to help them develop nurturing, healthy relationships in all aspects of their life. Our part of the students curriculum aims to help them recognise what is acceptable and be able to identify risks and dangers for themselves and those around them, seeking support from suitable and trusted sources.

We reflect the local context of the students' experiences and developmental requirements as previously mentioned, by using CHIMAT data, the TVP newsletter and canvassing the student's opinion through surveys and questionnaires at the end of each term as well as the completion of a student voice in the summer term, as aforementioned. Resources used enable teachers to take a positive approach to teaching both PSHCE and RSHE which does not use shock or guilt but provides information which is realistic, relevant and reinforces social norms. All resources used are age and maturity level appropriate and accredited by the PSHE Association.

The PSHCE Curriculum at The Cottesloe School is divided into two key themes to easily establish between Non-Statutory PSHCE and Statutory RSHE. Further details can be found in Appendix 2 and on the School's Website. Over the course of an academic year, barring Year 11, Statutory RSHE is visited four times and Non-Statutory PSHCE Education is visited twice. The concepts covered fall under two main themes:

- **Statutory RSHE** - This theme encompasses the core beliefs of keeping children safe in the world through a variety of means, which can be clarified by the following topics: Families,

Respectful Relationships, Online Safety & Awareness, Being Safe, Intimate & Sexual Relationships including Sexual Health and, The Law. Statutory RSHE also integrates across the curriculum, further information can be found below in Appendix 4..

- **Economic Wellbeing & Careers Education** - This theme encompasses how students can navigate their own financial wellbeing both in their young lives and throughout their adulthood, as well as different career paths and how careers can develop and change over time. Economic Wellbeing & Careers Education also integrates with our Careers Policy and Program ensuring that we meet the expectations of the Gatsby Benchmark Criteria. Elements of RSHE can also be found in this part of the curriculum.

## 6. Monitoring Impact

Lesson dips are primarily used to gather evidence that there is a consistency in the quality of PSHCE education that our students receive. The most valuable measure of impact for our curriculum is the level of engagement from students and the recorded information about student's attitudes to learning in this key area of our schools' curriculum. This is triangulated with evidence from discussions with staff, evidence on Bromcom, through completed student questionnaires as well as anonymous staff and student voices.

Assessment is used as a basis to promote new learning opportunities and to reflect upon what a student brings with them, in terms of attitude and understanding when approaching new content. Assessment is also used to bring the same gravitas to the subject as other curriculums, allowing students to consistently see the importance and relevance of their subject content as they continue through our academic setting. Please see additional information on the school website regarding assessment. Staff will only report to parents or guardians based on the students' attitude to learning. Teachers will follow the Behaviour Policy (please see the school website for further information) to give reward or sanction feedback where appropriate.

Lessons will demonstrate the use of learning intentions (via the key question) for that lesson or sequence of lessons. The teacher will be able to demonstrate opportunities for baseline assessments and planned activities which build upon current thinking to reach intended outcomes. Lessons will provide students with opportunities to develop their capacity for pivotal progression, enabling them to reflect on what the learning means for their own lives (this is displayed in each plenary as prescribed by the PSHE Association) and see the importance of why they are doing that concept at that time. Success in this area of our student's education is not results based but rather about sustaining learning and demonstrating students' understanding about themselves and the world around them. Our aim is for students to progress their learning through their interaction within society in the present and also the future tense as they navigate through life.

### Impact:

The combined PSHCE and RSHE content provides students with well-chosen opportunities and contexts to challenge their understanding, embed new learning, revisit knowledge and deepen their learning at each Key Stage within the broader PSHCE framework. The overarching concepts developed through RSE are as follows:

- Students can demonstrate knowledge of how to recognise unhealthy and potentially risky situations, and know how and where to seek support and guidance from trusted sources;

- Students are equipped with the knowledge and skills to make informed decisions and take responsibility for their health and wellbeing and have understanding of the consequences that can arise for making poor choices;
- Students are well informed to recognise the risks that they may encounter in online relationships and are able to make safe choices and report issues responsibly;
- Students are well prepared to manage and maintain healthy working relationships in a variety of contexts throughout their whole lives;
- Students have skills to develop safe, caring and enjoyable relationships and can confidently discuss real life issues with age appropriate resourcing;
- Students have knowledge relevant to a range of relationship situations including different types of families, parenting, friendships, consent, relationship abuse, sexual abuse within and outside of relationships, sexual exploitation and grooming both on and offline;
- Students will have accurate understanding about their own bodies changing through puberty and in terms of sexual and reproductive health;
- Students will have understanding surrounding gender equality and LGBTQIA2S+ equality, be able to challenge discrimination, negative attitudes and address gender stereotypes. Please note that this acronym is subject to change;
- Students will be able to reflect on their values and influences (such as peers, media, faith and culture) that may shape their attitudes to relationships and sex, nurturing respect for different views in adherence to the Schools own Healthy Relationships Ethos;
- Develop a broader understanding of concepts such as power, consent and exploitation;
- Students will have a deeper understanding as to how to embody The 6Cs and Healthy Relationships Ethos of The Cottesloe School in their daily and future lives

## **7. Training and responsibility from staff**

PSHCE, and therefore RSHE, is taught by teachers who are well trained in all aspects of keeping children safe in education (KCSiE) and will ensure that the School procedure is adhered to in the instance of a disclosure or witnessing anything they deem to pose a risk to the safety of a child. All Staff have access to DfE guidance documents so that they have the most up to date and relevant understanding of key concepts covered and approaches to use.

Teachers will create a safe teaching and learning environment which uses ground rules and distanced learning activities that enables everyone to handle questions with care, sensitivity and factually accurate information/guidance.

RSHE at The Cottesloe School does not aim to promote early sexual experimentation nor does it aim to promote a particular type of sexual relationship. The aim of high quality RSHE is to foster a culture of respect in all types of relationships and embed a greater understanding of their own values and identity both now and in their futures.

Teachers use the published resources to engage students and promote effective and appropriate discussions about the key areas of learning. A wealth of guidance documents are provided for staff within each Scheme of Work, to ensure that they have the most up to date information and are able to signpost students to both in school and out of school sources of support. *This is updated and improved through Staff questionnaires and key knowledge being shared through the DSL (Designated Safeguarding Lead) where appropriate.*

We will at times use external contributors for performances and presentations through assemblies and performances.

## **8. Assemblies**

As aforementioned, PSHCE is taught in timetabled lessons each week; however, our core values and healthy relationships agenda is also promoted and embedded with students and staff through our assembly programme. Our development in HOY (Head of Year) assemblies has allowed our PSHCE curriculum to be closely linked with the Careers Program, our pastoral support and whole school approaches, our Behaviour Policy, all fostering a palpable community culture. The Assembly rota is constantly evolving to match the 'living' curriculum inspired by the PSHCE curriculum, with the key themes of National and International Days (such as World Mental Health Day, Pride Month, Black History Month, etc), expectations and Careers. Where there is a week that doesn't fit into a relevant international day or week a theme is chosen for staff, some past examples include 'Icons' and 'Celebrating the Arts'. Our Careers Program will be focused on during a specialist week of each Half Term to ensure that all students have the opportunity to engage in the wider world and can evidence their Career Journey here at The Cottesloe School. This further meets the requirements of the Gatsby Benchmark.

## **9. Links to Other Policies and Guidance**

*Anti-Bullying Policy*

*Behaviour for Learning and Use of Reasonable Force Policy*

*Careers Policy*

*Safeguarding and Child Protection Policy.*

*Curriculum Policy*

*Equality, Anti-Discrimination, Diversity and Inclusion Policy.*

*Keeping Children Safe in Education*

*Online Safety Policy*

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Key Considerations for Incorporating SMSC into RHSE Policy

### **1. Understanding SMSC and RSHE**

- Spiritual Development: Encouraging students to reflect on their beliefs, values, and experiences.
- Moral Development: Helping students understand the difference between right and wrong and developing a sense of justice.
- Social Development: Promoting social skills, teamwork, and the ability to engage with others.

- Cultural Development: Encouraging an appreciation of cultural diversity and understanding different perspectives.
2. Alignment with School Values
- Ensure that the SMSC components of the RSHE policy align with The Cottesloe School's vision of "Prepare, Aspire, Succeed." This can be achieved by embedding the values of respect, empathy, and responsibility throughout the curriculum.
3. Curriculum Design
- Integration of Topics: Incorporate SMSC themes into RSHE topics. For instance:
    - Relationships: Discuss the importance of empathy and respect in relationships (Social and Moral).
    - Consent: Explore moral implications and the importance of mutual respect (Moral and Spiritual).
    - Diversity: Address cultural differences in relationships and sexual health (Cultural).
  - Use of Case Studies: Implement real-life scenarios that challenge students to consider SMSC aspects in decision-making.
4. Teaching Strategies
- Active Learning: Use role-play, discussions, and group work to promote social skills and moral reasoning.
  - Reflection: Encourage students to reflect on their values and beliefs through journal writing or group discussions, fostering spiritual growth.
5. Assessment and Evaluation
- Develop assessment criteria that include SMSC outcomes. For example, evaluate students on their ability to engage respectfully in discussions about relationships and diversity.
6. Partnership with Parents and Community
- Engage parents and the wider community in discussions about the RSHE policy, ensuring that the SMSC aspects are communicated clearly. This can foster a supportive environment for students.
7. Staff Training and Development
- Provide training for staff to ensure they understand how to effectively integrate SMSC into RSHE. This can include workshops on cultural competence, moral education, and teaching strategies that promote social development.
8. Monitoring and Review

- Regularly review the RSHE policy to ensure that SMSC integration remains relevant and effective. Gather feedback from students, parents, and staff to inform improvements.

## Conclusion

Incorporating SMSC into the RSHE policy at The Cottesloe School will enhance students' overall development and prepare them to become responsible members of society. By aligning the RSHE curriculum with SMSC principles, the School can create a more inclusive, respectful, and understanding environment for all students.

## 10. Review

### **Consultation Process:**

This policy has been amended by Mrs Nicholas (Head of PSHCE and Personal Development, and Teacher of Society and Religion at The Cottesloe School) in collaboration with other subject leads and the Designated Safeguarding Lead. The development of this policy included being approved in draft form by the governing board. Stage two invited key members of the School's safeguarding team to review the policy. The final stage was to resubmit the full policy for final approval to the Cottesloe School governing board.

### **Review:**

Once approved by the governing body, this policy will be available on the School's Website and on a shared Google Drive for staff. It will be reviewed every two years after that process if not subjected to any legislative changes. The content of the curriculum will be reviewed each academic year in line with the intent and ethos set out within this policy. It is important to understand that in order to respond to the requirements of the students in the context of our School, resources and content must be regularly reviewed and updated.

## **Appendices**

Appendix 1 - DfE Guide for Parents about RSE in Schools

Appendix 2 - TCS RSHE Curriculum Plan

Appendix 3 - Programme of Study for PSHCE Education

Appendix 4 - Links to other Curriculum Areas within the School

Appendix 1

[https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_schools_guide_for_parents.pdf)

Appendix 2

Year 7

Area		Lesson		Area		Lesson		Area		Lesson	
Autumn Term 1	Statutory RSHE	How can I thrive at Secondary School?	Spring Term 1	Economic Wellbeing & Careers Education	How can I identify my values and align them with my actions?	Summer Term 1	Economic Wellbeing & Careers Education	What do I know about money?			
		How can I navigate myself through worry?			How can career choices make a difference?			How do I spend my money wisely?			
		How can I recognise and positively respond to stress?			How do advertising teams use creative strategies to persuade different audiences to eat more healthily?			How can I safely save my money for the future?			
		Why is sleep so important?			How do adverts 'speak' to us? What specific tricks and techniques do creators use to make sure their message hits the right target?			How can I make sure that I spend my money wisely?			
		How can I develop strategies to increase my self-esteem and self-confidence?			How can I choose the career that is right for me?			Letter writing to Future Year 7s			
		How can I use positive self-talk to build on my self-confidence?			Statutory RSHE			How can we use calming strategies to manage our brain's reaction to conflict and turn it into a positive experience?	Summer Term 2	Statutory RSHE	How can I keep my body healthy?
Autumn Term 2	Statutory RSHE	How can we balance social media with healthy habits to boost our wellbeing?	How can understanding our core needs and the five conflict styles help us choose more creative, positive ways to respond to difficult situations?	Why is it important to look after our dental health?							
		How can I effectively respond to peer pressure?	How can pausing, active listening, and identifying someone's underlying needs help us de-escalate and resolve a conflict?	How can bodies change during puberty? - Part 1							
		How can I know the difference between bullying and cyber-bullying?	How can the misuses of knives ruin lives?	How can bodies change during puberty? - Part 2							
		How can we stay happy with ourselves and help others when we see 'perfect' lives online?	How can effective questioning and self-expression help us resolve conflicts in the real world?	Why is it important to always have consent?							
		How can I reduce my stress and understand my FOMO?	How do online and offline conflicts differ, and what are the best techniques to de-escalate digital disputes?	What is FGM and why is it harmful?							
		How can following guidelines help me to navigate social media safely?	How can I confidently show younger students how to resolve conflicts and handle online disputes?								

Year 8

Area		Lesson		Area		Lesson		Area		Lesson	
Autumn Term 1	Statutory RSHE	How can I spot the signs of good mental health?	Spring Term 1	Economic Wellbeing & Careers Education	What are my options when I leave school?	Summer Term 1	Economic Wellbeing & Careers Education	How can I make good financial decisions?			
		How can I develop resilience?			How can understanding our values help us to choose careers?			How can I make informed decisions?			
		How can I develop digital resilience?			How can understanding our strengths help us to choose careers?			How can I manage my emotions when it comes to money?			
		How can I identify unhealthy coping strategies?			How can I make fulfilling career choices?			What are the consequences of fraud?			
		How can I recognize intense emotions and use positive strategies or support to manage them?			How can my skills help me to find my future career?			How can I protect my identity and keep digitally safe?			
Autumn Term 2	Statutory RSHE	How can I navigate grief through times of loss and bereavement?	Spring Term 2	Statutory RSHE	What is a healthy relationship?	Summer Term 2	Statutory RSHE	What is genocide?			
		Which drugs are most common in the UK, and why do people's reasons for using them vary?			How do values influence our relationships?			What is identity?			
		What are the consequences of drugs misuse?			What is consent and what does it mean?			What is prejudice and discrimination?			
		How can alcohol affect the brain?			How can we identify sexual bullying?			What is justice?			
		How can alcohol affect our behaviour?			How can we tackle misogyny and incel culture to make society safer?			How do you confront hatred safely?			
What are the dangers of smoking?	What makes a good parent, and how do their choices impact their lives?	How do we build a cohesive community?									

Year 9

Year 9								
Area	Lesson	Area	Lesson	Area	Lesson	Area		
Autumn Term 1	Statutory RSHE	Spring Term 1	Economic Wellbeing & Careers Education Non-Statutory	How can I manage my digital footprint to build a professional online presence that attracts future employers?	Summer Term 1	Economic Wellbeing & Careers Education Non-Statutory	How can we know the difference between and stop the spread of disinformation and misinformation?	
				How can I reframe negative thinking?			How can we keep ourselves safe from internet manipulation and bias?	
				How can I recognise mental ill-health and know when to get help?			How can we avoid online echo chambers and see all sides of the story?	
				How can we use strategies effectively to promote emotional wellbeing?			How can we keep ourselves safe from digitally manipulated media?	
				How can I adapt from procrastination to perseverance?			Options Assembly	How can I act upon good citizenship?
				How can we use strategies effectively to revise for assessments?			First Response and CPR	What does a healthy relationship look like from the start?
Autumn Term 2	Statutory RSHE	Spring Term 2	Statutory RSHE	Allergies and Asthma	Summer Term 2	Statutory RSHE	Why is understanding consent important?	
				Bleeding and choking			Why and how should we prevent the spreading of STIs?	
				Head Injuries, cardiovascular disease, the science relating to blood, organ and stem cell donation			Why is it important to understand HIV prevention?	
				How can we keep our bodies healthy?			How can applying condoms correctly stop the spreading of STIs?	
							Why do some myths try to control young women's bodies, and how do we find the real facts?	
							What options are available if an unplanned pregnancy occurs?	
							What options do you have when online messaging becomes inappropriate?	

Year 10

Area		Lesson		Area		Lesson		
Autumn Term 1	Statutory RSHE	How do we protect our mental health as life changes?	Spring Term 1	Economic Wellbeing & Careers Education Non-Statutory	Summer Term 1	Economic Wellbeing & Careers Education Non-Statutory L5, 6 & 7 are Statutory RSHE	Is it important for me to save money?	
		How can I recognise ill mental health and seek appropriate support?					Which sector best aligns with my personal values and career goals?	How do I make sure that I get the most from my money?
		What are the similarities and differences between the real world and the online world?					How can my options influence my work experience?	What are the benefits and dangers of borrowing money?
		How can I stay safe from grooming?					How can I use my skills positively in association with careers?	What are my financial decisions when I leave school?
		How can I promote emotional wellbeing?					What is the labour market and how is it influenced?	How can I be aware of and protect myself against financial risk?
Autumn Term 2	Statutory RSHE	How do we recognise exam stress and which strategies help us manage it?	Spring Term 2	Statutory RSHE	Summer Term 2	Statutory RSHE	Why is it important to maintain a positive online reputation in the world of work?	
		What makes a relationship healthy, and how do we sustain one?					How might it start?	What is Gambling and what are the dangers?
		How I can navigate a healthy relationship so that it becomes enduring?					What are the risks and consequences of negative relationship tropes?	Why is it important to protect ourselves from fraudulent behaviour?
		What effect does the online world have on our relationships?					How can you remove yourself from gang-related environments?	How can the reduction of extremism improve human life?
		What effect does the online world have on our relationships?					Health: From Here to Where? (Part 1)	Why do we need to critically consume information?
How does pornography impact our views on relationships and the law?	Health: From Here to Where? (Part 2)	How can people's actions be affected by other's influence?						
What steps ensure the confident reporting of abuse to a trusted adult?	How can the misuse of knives ruin lives?							
WORK EXPERIENCE								

Year 11

Area		Lesson		Area		Lesson		
Autumn Term 1	Statutory RSHE	How can we identify unhealthy relationships and their effects?	Spring Term 1	Statutory RSHE	Summer Term 1	Statutory RSHE	Unpredictable Risks: What is my responsibility to myself and my community? (PART 1)	
		How can we manage unwanted attention?					What makes love healthy, and how can we be 'literate' about relationships?	Unpredictable Risks: What is my responsibility to myself and my community? (PART 2)
		How can we reduce inappropriate behaviours?					How can we use communication effectively to understand consent?	What can I do to keep myself safe?
		How do we define consent and protect ourselves from sexual abuse and exploitation?					How do we set relationship boundaries and find help when they are ignored?	Why is it important to carry out self-examinations for cancer?
		How do I recognise abuse and what are the legal consequences for harming others?						
MOCK EXAMS & Results				MOCK EXAMS & Results				
Autumn Term 2	Economic Wellbeing & Careers Education Non-Statutory	Careers Talk	Spring Term 2	Statutory RSHE	Summer Term 2	GCSE EXAMS		
		How do we make the right choice for our post-16 pathway?					What are the laws on Long Term Commitments?	
		Are A levels right for me?					What are Parental Responsibilities and how can they impact the raising of children?	
		How do we build a professional personal brand, online and on paper?					How can I look after mine, or someone else's gynaecological health?	
		What can impact our career choices?					What shapes our reproductive choices and how do we access support through every stage of pregnancy?	
What are the effects of stress on the brain and how can I make a positive change?	How does the experience of loss shape a young person's world, and how can we find strength through grief?							

## Appendix 3

Topic	Curriculum content	
<p style="text-align: center;"><b>Families</b></p>	<ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</li> <li>4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</li> <li>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>	
	<p style="text-align: center;"><b>Respectful relationships</b></p>	<ol style="list-style-type: none"> <li>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</li> <li>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</li> <li>3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</li> <li>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</li> <li>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</li> <li>6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</li> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</li> <li>9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</li> <li>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</li> <li>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</li> <li>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</li> </ol>

**Being safe**

2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
  3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
  4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
  5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
  6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
  7. The concepts and laws relating to sexual violence, including rape and sexual assault.
  8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
  9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
  10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
  11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
  12. The concepts and laws relating to forced marriage.
  13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
  14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
  15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
  16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
  2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
  3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
  4. 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.
  5. That some sexual behaviours can be harmful.

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.</p> <p>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</p> <p>8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.</p> <p>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.</p>
<p><b>The Law: Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example, those relating to:</b></p>	<p>marriage, including forced marriage and civil partnerships</p> <p>consent, including the age of consent</p> <p>domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty</p> <p>sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour</p> <p>the Online Safety Act</p> <p>online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion</p> <p>pornography</p> <p>abortion</p> <p>protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p> <p>alcohol, smoking, vaping and nicotine products and illicit drug use</p> <p>gambling</p> <p>carrying knives and weapons</p> <p>extremism/radicalisation</p> <p>grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running</p> <p>hate crime</p> <p>the age of criminal responsibility</p> <p>medical consent, Gillick competence and parental responsibility</p>

Topic	Curriculum content
<b>Mental wellbeing</b>	<ol style="list-style-type: none"> <li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</li> <li>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</li> <li>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</li> <li>6. How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</li> <li>8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.</li> <li>9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.</li> </ol>
<b>Wellbeing online</b>	<ol style="list-style-type: none"> <li>1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.</li> <li>3. 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.</li> <li>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.</li> <li>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</li> <li>7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.</li> </ol>
<b>Physical health and fitness</b>	<ol style="list-style-type: none"> <li>1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.</li> <li>2. Factual information about the prevalence and characteristics of more serious health conditions.</li> <li>3. That physical activity can promote wellbeing and combat stress.</li> <li>4. The science relating to blood, organ and stem cell donation.</li> </ol>
<b>Healthy eating</b>	<ol style="list-style-type: none"> <li>1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> <li>2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</li> <li>3. The impacts of alcohol on diet and unhealthy weight gain.</li> </ol>
	<ol style="list-style-type: none"> <li>1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.</li> <li>2. The law relating to the supply and possession of illegal substances.</li> <li>2. The law relating to the supply and possession of illegal substances.</li> </ol>

<b>Drugs, alcohol, tobacco and vaping</b>	<p>3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.</p> <p>4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</p> <p>5. The dangers of the misuse of prescribed and over-the-counter medicines.</p> <p>6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.</p> <p>7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.</p>
<b>Health protection and prevention, and understanding the healthcare system</b>	<p>1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</p> <p>2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.</p> <p>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p> <p>5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.</p> <p>8. How to navigate their local healthcare system: what a GP is; when to use A&amp;E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.</p> <p>9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.</p>
<b>Personal safety</b>	<p>1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).</p> <p>2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</p> <p>3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.</p> <p>4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</p> <p>5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</p> <p>6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</p>
<b>Basic first aid</b>	<p>1. Basic treatment for common injuries and ailments.</p> <p>2. Life-saving skills, including how to administer CPR.</p> <p>3. The purpose of defibrillators, when one might be needed and who can use them.</p>
	<p>1. The main changes which take place in males and females, and the implications for emotional and physical health.</p>

<b>Developing bodies</b>	2. The facts about puberty, the changing adolescent body, including brain development.
	3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
	4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
<b>Optional content - See pp26-27 (sections 41-47) of the statutory guidance for information</b>  <b>Will be taught by a specialist where appropriate</b>	Eating disorders
	Self harm
	Suicide

Topic	Curriculum content	
	KS3	KS4
<b>Economic Wellbeing</b>	1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances	5. how personal values and attitudes can affect financial decisions
	2. how to manage emotions in relation to money	6. about social and moral dilemmas relating to spending
	3. how to assess and manage risk in relation to financial decisions that young people might make	7. to recognise and manage a range of influences on their financial decisions
	4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people	8. the skills to evaluate the reliability of sources of financial advice for young people
		9. how to budget effectively for different circumstances; the benefits of saving
		10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
		11. factors to consider before taking on debt and ways of managing debt
	1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities	10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting
	2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices	11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
	3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty	12. the range of opportunities available to them for career progression, including in education, training and employment
	4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life	13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy
	5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative	14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities
	6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment	15. different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy

<b>Careers Education: Aspirations, Learning and Work</b>	7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment	16. how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)
	8. the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process	17. how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices
	9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations	18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills
		19. how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities
		20. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities
		21. the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content
		22. strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities
		23. how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications
	24. about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements	

#### Appendix 4

### **RSHE within Religious Studies and Society and Religion**

Sex and Relationship Education appears on the curriculum for those students that opt for GCSE Religious Studies. We aim to provide an inclusive and open-minded approach to RSE within the department that facilitates students to be accepting of the diversity of relationships and contemporary approaches to family, sexuality and orientation. We also encourage students to consider how there may be different approaches and attitudes towards diverse family types; we explore possible arguments surrounding these approaches, beliefs and attitudes in a nurturing and supportive learning environment. Below is a list of content that students studying GCSE Religious Studies will engage with.

## Sex, marriage and divorce

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

## Families, gender equality and stereotypes

- The nature of families, including:
  - the role of parents and children
  - extended families and the nuclear family.
- The purpose of families, including:
  - Procreation
  - stability and the protection of children
  - educating children in a faith.
- Contemporary family issues including:
  - same-sex parents
  - polygamy
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

## Human Rights and Social Justice

- Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and those in same sex relationships
- Issues of equality, freedom of religion and belief including freedom of religious expression
- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others
- Social justice
- Racial prejudice and discrimination
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice
- Exploitation of those living in poverty including issues related to: fair pay; people-trafficking

### **RSHE in Science:**

In the Science National Programme of study the following is taught:

#### *Key Stage 3:*

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. Adolescence changes for male and female bodies. Drugs, alcohol and smoking effects on our bodies, including pregnancy.

#### *Key Stage 4:*

8464- AQA Combined Science: Trilogy GCSE

8461- AQA Biology GCSE

#### *Topic B3 Communicable diseases*

- Bacterial Diseases (STDs and prevention through barrier contraception)
- HIV
- Treatments of bacterial STD using antibiotics

#### *Topic B5 Homeostasis and Response*

- Hormonal control of the menstrual cycle and changing adolescent bodies.
- Sexual reproduction (Sperm and Egg), to include fertilisation.
- Human Reproduction – structure and function of organs involved.

- Contraception methods
- IVF and fertility treatments

#### *Topic B1 Cell Biology*

- Evaluate risks and benefits, as well as the social and ethical issues concerning the use of stem cells from embryos in medical research and treatments (this *can* include discussion on abortion).

### **RSHE in IT & Computing**

In KS3 pupils are taught to understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

#### **Year 7**

Communicating online respectfully

- Define respectful communication
- Describe what is appropriate to say and do.
- Explain how online presence can influence others' opinions.
- Digital footprint.

Online Safety

- Understand some of the potential risks online
- Know some strategies to stay safe online and know how to report concerns.

Using images appropriately

- Images should be selected appropriately for their context.
- Copyright law and Creative Commons licences govern the use of online content

Credibility of sources

- Digital content should be analysed for credibility
- Checking the author, source, purpose, date and facts is used to evaluate the credibility of online sources.

Research and Planning a Blog

- Plagiarism is using someone else's work or ideas without giving them proper credit.

- Referencing techniques are used to credit sources and avoid plagiarism
- The Harvard referencing system is widely used for academic writing.

#### Privacy

- Personal information is information collected about a person.
- Understand that connected devices can gather and share your personal information, which can impact your privacy

#### Year 9

- Protecting Personal Data
- Online services often collect data about the people that use them.
- Data collected by online services can be processed into information that can be used for a variety of purposes.
- Data stored electronically is vulnerable to theft and should be protected.
- The Data Protection Act 2018 governs how personal data is collected, processed, stored, and used.

#### Social Engineering

- Human error can be a risk to data security.
- Social engineering methods trick people into sharing information that can be used for fraudulent purposes.
- Name generator attacks, phishing and blagging are all social engineering methods.
- Social engineering attacks can be reduced through educating users of technology.

#### Hacking and Brute Force Attack

- Hacking, in the context of cybersecurity, is gaining unauthorised access to, or control of, a computer system.
- The Computer Misuse Act 1990 defines what is considered as unlawful access to computer systems.
- DDOS attacks can be used to disrupt online services.
- A brute force attack is a trial and error process to gain access to protected resources

#### Malicious Software

- Malware (malicious software) is software designed to gain access to a computer to cause problems in its operation.
- Malware can infect computers using many different methods.
- Bots are automated programs that are designed to perform tasks repeatedly.

- Bots can be designed for malicious purposes to deliberately impact society.

#### Protecting Networks from Security Threats

- Threats to security can be compared by likelihood and impact.
- Protective measures are used to make it difficult for attackers to achieve their goals.
- Combinations of protective measures make computer systems more secure.
- Training users of a network about risks can help keep a network secure

#### Preventing Cyberattacks

- Cyber attacks can target individuals, organisations and countries.
- The effects of cyber attacks can be financial and disruptive.

In KS4 students understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

### **RSHE in English**

#### Overview

The English curriculum consistently engages students with social, emotional, and ethical issues. Students understand how characters are created to portray complex emotions, mental health and wellbeing challenges.

#### Year 7 — Identity, Difference, and Emotional Wellbeing

Students are taught Gothic literature and "sinister" fiction that address vulnerability, rejection, being misunderstood, or feared because of difference. Students discover how writers create characters and atmospheres that portray complex emotions, mental health and wellbeing challenges.

#### Year 8 — Social Justice, Racism, Class, and Gender

Year 8 focuses on the unifying theme of "Protest" and introduces students to more mature topics and evaluates the perspectives of others. Fundamentally it addresses protected characteristics. Additionally the curriculum explores social class, poverty, and economic inequality shapes life outcomes both today and back in time. Students are also introduced to gender inequality and religious extremism.

#### Year 9 — Power, Authority, Voice, and Rhetoric

Year 9 continues to build critical and ethical thinking with a focus on power and corruption. This introduces the principles of democracy. Finally, ambition, manipulation, and toxic masculinity are studied with the introduction to Macbeth in Year 9 and creates discussions on healthy and unhealthy relationships, coercion, and the pressure.

#### Year 10/11 — Class, Responsibility, Inequality

Texts in Year 10/11 continue with a focus on social responsibility, gender inequality, workplace exploitation, sexual exploitation, and the treatment of vulnerable women . Poetry explores war, oppression, identity, and trauma introduces students to mental health, loss, and the human cost of violence whilst the language papers use a broad range of cultural topics relevant to students through non-fiction texts spanning the 19th to 21st centuries building an awareness of social norms, equality, rights, and global issues.

### **RSHE in the Performing Arts**

#### Year 7 Drama

- Bullying
  - Monologues from the viewpoint of bully/victim/bystander during a unity on 'Empathy'
  - Scripted unit explored through 'The Terrible Date of Humpty Dumpty'

#### Year 8 Drama

- Knife Crime
  - 'Romeo & Juliet', 'West Side Story' and modern-day case studies looking at recent deaths / attacks
- Relationships
  - 'Our Day Out' (Willy Russel) exploring relationships at school, economic opportunities and education.

- Devised Drama on missing people - Dan Nolan. Discusses ideas of peer pressure and taking responsibility

#### Year 9 Drama

- Climate Change, lie detectors, bullying, depression.
- 'Dear England' - looking at racism and social media pressure

#### Year 9, 10 & 11 Drama

- Students cover scripts which cover themes which can focus on: teenage pregnancy; anorexia; drink driving. These are selected each year so therefore vary.

#### Music

- Focus on a variety of cultures by learning their music i.e. Christmas, African music
- Composition pieces for festivals and occasions. This may include music about remembering a lost loved one.