Outcomes First Group

Relationships, Sex and Health Education (RSHE) Policy



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:
➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Spiritual, Moral, Social, and Cultural (SMSC) policy
➢ Equal opportunities Policy
➢ Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Groveside School's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE, Personal Development Learning (PDL), Science, Digi Skills and Me You and the World curriculum and covers all statutory requirements required by the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

In our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

Our approach is underpinned by our commitment to trauma-informed practice (TIP) and neurodiversity-affirming practice. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Staff understand the impact of early experiences on a child's internal world, so our RSHE delivery is grounded in strong, trusting relationships that support pupils to feel safe and understood. We recognise some topics may feel confronting and trigger survival behaviours, meaning bespoke and individualised approaches to delivery of RSHE content may be required.

RSHE provision at Groveside School strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Groveside School

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by the Headteacher, Clinical Lead and Assistant Head for Teaching and Learning.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- We define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled PDL and PSHE Lessons, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on "in-the-moment" opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association planning framework.

RSHE is taught through a range of teaching methodologies, such as storytelling, role-play, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

When external visitors are used, we adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

5.1 Roles and responsibilities

The Governing Board will:
Approve the RSHE policy and hold the Head to account for it's implementation.

The Headteacher is responsible for:

- Ensuring that RSHE is taught consistently across the school.
- Managing requests to withdraw pupils from sex education.

The PSHE lead has responsibility for:

- Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
- Overseeing all required content is coherently planned and consistently taught across year groups.
- Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
- Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and understanding
- Responding to the needs of individual pupils

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.

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to trauma-informed and neurodiversity-affirming practice. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE, PDL, Science and Digi Skills curriculum at Groveside School. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association, Cre8tive Resources, Welllio, Unifrog, Twinkl and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' learning will be assessed through live formative assessment using Evidence for Learning to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in Evidence for Learning.

The quality of RSHE teaching and learning will be monitored through the schools Support and Challenge programme, learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

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

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. Pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE the PHSE leader and teachers to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the pupil's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Groveside School through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy.

Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

10.1 Right to withdraw

We hope that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children at Groveside School have the right to request that their child be withdrawn from some, or all of the sex education aspects of RSHE. If a parent wishes their child to be excused, they should discuss this with the Headteacher, making clear which sessions they do not wish their child to participate in.

Before making a request, we strongly urge parents to carefully consider their decision, as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction, which fall under the National Curriculum for science (irrespective of where this content is delivered in the curriculum).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly.

Following the decision, except in exceptional circumstances, Groveside School will respect a parent/carers' request to have their child withdrawn up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, the school will make arrangements to provide the child with sex education

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

Appendix 1:- Curriculum coverage PSHE, RSHE and health education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 PSHE	Healthy Lifestyles and Choices	Gender Norms and Dynamics	Body Changes and Puberty	Keeping Safe and Emergencies	Families and Support Networks Community and Responsibilities	Healthy Relationships and Shared Respect Privacy, Consent and Boundaries
Year 7 PDL	Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping	Healthy Relationships and Shared Respect Privacy, Consent and Boundaries	Careers and Life Skills	Citizenship, Law and Society Community and Responsibilities	Substances and Risky Behaviours	Financial Literacy
Year 8 PSHE	Healthy Lifestyles and Choices	Healthy Relationships and Shared Respect	Families and Support Networks Gender Norms and Dynamics	Keeping Safe and Emergencies Community and Responsibilities	Healthy Lifestyles and Choices	Body Changes and Puberty Sex Education and Health
Year 8 PDL	Citizenship, Law and Society Community and Responsibilities	Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping	Financial Literacy	Careers and Life Skills	Healthy Relationships and Shared Respect	Substances and Risky Behaviours
Year 9 PSHE	Healthy Lifestyles and Choices	Gender Norms and Dynamics	Healthy Lifestyles and Choices	Keeping Safe and Emergencies Citizenship, Law and Society Privacy, Consent and Boundaries	Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries	Careers and Life Skills
Year 9 PDL	Careers and Life Skills	Substances and Risky Behaviours	Healthy Relationships and Shared Respect	Financial Literacy	Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping	Citizenship, Law and Society Community and Responsibilities
Year 10 PSHE	Healthy Lifestyles and Choices	Gender Norms and Dynamics	Families and Support Networks Community and Responsibilities	Keeping Safe and Emergencies Citizenship, Law and Society	Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries	Community and Responsibilities
Year 10 PDL	Financial Literacy	Citizenship, Law and Society Community and Responsibilities	Substances and Risky Behaviours	Healthy Relationships and Shared Respect	Careers and Life Skills	Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping
Year 11 PSHE	Healthy Lifestyles and Choices	Financial Literacy	Keeping Safe and Emergencies Privacy, Consent and Boundaries Citizenship, Law and Society	Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries	Citizenship, Law and Society Diversity and Equality	
Year 11 PDL	Healthy Relationships and Shared Respect	Careers and Life Skills	Emotional Literacy and Regulation Positivity and Mindset	Substances and Risky Behaviours	Citizenship, Law and Society Community and Responsibilities	

	Year 7 PSHE		Year 8 PSHE		Year 9 PSHE		Year 10 PSHE		Year 11 PSHE	
	Area	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**
Autumn Term 1	**Healthy Lifestyles and Choices**	Getting Active	**Healthy Lifestyles and Choices**	Oral Hygiene	**Healthy Lifestyles and Choices**	Sleep, Exercise & Diet	**Healthy Lifestyles and Choices**	Health Trends Across Generations	**Healthy Lifestyles and Choices**	Yoga for All
		Get Up and Grow		Health and Hygiene*		Mental Benefits of Exercise		Healthy & Balanced Lifestyles		Tai Chi for Mind-Body Wellness
		Healthy Lifestyle Habits		The Power of Self-Care		Healthy Food Choices		The Healthcare System*		Health Conditions
		Sleep Is a Superpower		Phones And Sleep		Rethinking Snacking Habits		Investing In Your Health		Self-Examination and Screening
		Sleep Essentials		Making Health Decisions		Understanding Eating Disorders		Health and Hygiene*		Developing Positive Habits
		Eat Well, Feel Well		Early Signs of Illness and Immunisations				Healthy Eating, Healthy Living		
Autumn Term 2	**Gender Norms and Dynamics**	Everyone Deserves Respect	**Healthy Relationships and Shared Respect Privacy, Consent and Boundaries AWARD DETAILS Unit: PSHE: Bullying and Bystanders Route: AQA Unit Award Scheme Code: 123476 Level: Entry Level (AQA UAS)**	From Bystander to Upstander*	**Gender Norms and Dynamics**	Gender Norms and Expectations	**Gender Norms and Dynamics**	Rethinking Masculinity	**Financial Literacy AWARD DETAILS Unit: Managing Own Money Route: Personal and Social Development Code: 6106 Level: E3 Credits: 2 credits**	Wages and Payslips
		From Bystander to Upstander*		Together Against Bullying		Respecting Transgender Identities		Preventing Sexual Harassment		Credit Cards and Debt
		Peer-Pressure Proof		Building Stronger Friendships*		Gender-Based Discrimination		Power & Gender-Based Violence		Your Pension, Your Future
		Gender Norms		Romantic Relationships		Gay Rights		Sextortion		Insurance
		Gender-Based Behaviour		Repairing Relationships		Homophobia		Addressing Gender Violence		Advanced Budgeting
		Gender in Modern Society		Reconciling Relationships		Together Against Bullying*				Online Banking
Spring Term 1	**Body Changes and Puberty**	Naming Body Parts	**Families and Support Networks**	Understanding Bullying	**Healthy Lifestyles and Choices**	The Health Care System*	**Families and Support Networks Community and Responsibilities AWARD DETAILS Unit: The Family Route: Independent Living Code: 6115 Level: E2 Credits: 2 credits**	Domestic Conflict	**Keeping Safe and Emergencies**	Managing Emergencies
		The Path to Puberty		Different Types of Families		Understanding Vaccination & Immunisation		Respect and Inclusion in Families		Saving Lives With First Aid
		All About Puberty		Positive Parenting		Managing Anxiety		Parenting for Today's World	**Privacy, Consent and Boundaries**	Privacy and the Body
		Period Preparedness		Marriage vs Civil Partnerships		Taking control with worry time		Coping with Change and Loss		Power Dynamics and Consent
		The Human Lifecycle	**Gender Norms and Dynamics**	Gender Norms and Growing Up		Expressing Gratitude		Living with Grief	**Citizenship, Law and Society**	Female Genital Mutilation
		Body Positivity and Self-Care		Gender Identity		The Happiness Trap				Examining Sexual Violence
Spring Term 2	**Keeping Safe and Emergencies AWARD DETAILS Unit: Introduction to Personal Safety Route: AQA Unit Award Scheme Code: 71826 Level: Entry Level (AQA UAS)**	Safety First	**Keeping Safe and Emergencies**	Hazards and Safety	**Keeping Safe and Emergencies**	Fire and Water Safety	**Keeping Safe and Emergencies**	Safety in Public	**Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries**	Menstrual Health and Conditions
		Recognising Risks and Staying Safe		Community and Personal Safety		Emergency Response Basics		First Aid Beyond Emergencies		Attitudes Towards Sexualisation and Pornography
		Road, Rail and Water Safety		First Steps in First Aid	**Citizenship, Law and Society**	Introduction to FGM		Safety Instincts		Navigating Sexual Safety
		Basic First Aid Steps	**Community and Responsibilities**	Working in Teams		Differences Between Forced & Arranged Marriages	**Citizenship, Law and Society**	Forced Marriages		The Distorted Reality of Pornography
		First Aid for Head Injuries		Developing Leadership Skills	**Privacy, Consent and Boundaries**	Understanding Sexual Consent		Honour-Based Violence		Recognising Signs of Coercive Control
Summer Term 1	**Families and Support Networks**	Setbacks, Feedback and Trying Again	**Healthy Lifestyles and Choices**	The Mind-Body Connection	**Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries AWARD DETAILS Unit: Contraception Information Route: Independent Living Code: 6120 Level: E3 Credits: 1 credit**	Reproductive Health	**Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries**	Different Kinds of Intimacy	**Citizenship, Law and Society Diversity and Equality**	Democracy v Autocracy
		Families and Feeling Safe		Healthy Lunchboxes		Contraception Essentials		Sexually Transmitted Infections		Discrimination and the Equality Act
		Our Right to Be Safe		Healthy Relationships With Food		Pregnancy Choices		Safe & Healthy Sex		Religious Freedom in the UK
	Community and Responsibilities	Caring For Our Community		Nutrition Navigators		Discussing Pornography		Contraceptive Considerations		Respecting Human Rights
		Team-Building Challenges		Why We Get Vaccines		Sexualisation in the Media		Fertility & Pregnancy		Separation of Power
		Being a Leader		Reliable Health Information		Stalking and Unwanted Behaviour		Explicit Sexual Imagery		
		Solving People Problems								
Summer Term 2	**Healthy Relationships and Shared Respect Privacy, Consent and Boundaries**	Consent & Communication	**Body Changes and Puberty Sex Education and Health Privacy, Consent and Boundaries AWARD DETAILS Unit: Biology (Unit 6): Puberty Route: AQA Unit Award Scheme Code: 117356 Level: Entry Level (AQA UAS)**	The Changing Adolescent Body & The Menstrual Cycle	**Careers and Life Skills**	Uncovering Life's Purpose	**Community and Responsibilities AWARD DETAILS Unit 1: First Aid: Basic Life Support and Cardio Pulmonary Resuscitation (CPR) Route: AQA Unit Award Scheme Code: 108727 Level: Entry Level (AQA UAS) Unit 2: First Aid: Burns, Poisoning and Choking Route: AQA Unit Award Scheme Code: 84678 Level: Entry Level (AQA UAS)**		***Exams***	
		Rights, Responsibilities and Relationships		Body Changes During Puberty		Sectors and Industries				
	Privacy, Consent and Boundaries	My Boundaries and Yours		Sexual Orientation		Taking Initiative				
		Rights and Inclusion		Understanding Consent		Finding Your Support Network				
		Privacy, Consent and Boundaries		Sexual Consent		Rewards and Challenges				

	Year 7 PDL		Year 8 PDL		Year 9 PDL		Year 10 PDL		Year 11 PDL	
	Area	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**	**Area**	**Lesson**
Autumn Term 1	**Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping**	Identity: What Makes Me, Me Be Yourself Working Out Our Feelings How Feelings Affect Us Working It Out Coping and Stress Strategies When We're Feeling Lonely Strength in Action What is Resilience? Resilience and Goal Setting	**Citizenship, Law and Society Community and Responsibilities AWARD DETAILS Unit: Democracy in the UK Route: AQA Unit Award Scheme Code: 121184 Level: Entry Level (AQA UAS)**	Examining the Equality Act 2010 The Role of the Courts & Tribunals Exploring the Democratic Process Privilege and Disadvantage Protecting Our Environment Dealing With Large Scale Issues Volunteering in My Community PDL UNIT AWARD 8.1	**Careers and Life Skills AWARD DETAILS Unit: Preparation for Work Route: Preparing for Work Code: 6109 Level: E2 Credits: 2 credits**	Life Stages and Roles GCSE Transition Planning Me and My Career Applying For Jobs skills and qualifications Learning from Setbacks Family and Community Roles PDL UNIT AWARD 9.1	**Financial Literacy AWARD DETAILS Unit: Understanding Money and Budget (Unit 1) Route: AQA Unit Award Scheme Code: 121549 Level: Entry Level (AQA UAS)**	Taking Control of My Money* Bank Accounts* Introduction to Investment Fraud and Theft Budgeting Basics* Budgeting and Long-Term Goals PDL UNIT AWARD 10.1	**Healthy Relationships and Shared Respect AWARD DETAILS Unit: PSHE: Being Safe Route: AQA Unit Award Scheme Code: 118895 Level: Entry Level (AQA UAS)**	The Spectrum of Relationships Building Empathy & Connection Consent & Coercion Domestic Abuse Sexual Harassment and Aggression Sexual Violence & Abuse PDL UNIT AWARD 11.1 (Autumn 1)
Autumn Term 2	**Healthy Relationships and Shared Respect Privacy, Consent and Boundaries AWARD DETAILS Unit: Respectful Relationships Including Friendships Route: AQA Unit Award Scheme Code: 121365 Level: Entry Level (AQA UAS)**	Connecting With Your Teachers From Strangers to Friends Friendship Feels Being There for a Friend Building Stronger Friendships* Strengthening Relationships The Art of Apologising* PDL UNIT AWARD 7.1	**Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping**	Everyone Feels Lonely Sometimes The Power of Self-Respect Character Strengths In Focus Respecting Ourselves Taking Care of Mental Health Identities Over Time Regulating Emotions Managing Pressure Grief and Resilience Emotions That Grow With You Growing Through Difficult Times Asking For Help Resilience Toolkit	**Substances and Risky Behaviours AWARD DETAILS Unit: Understanding the Effect of Vaping on the Body and Wellbeing Route: AQA Unit Award Scheme Code: 121047 Level: Entry Level (AQA UAS)**	Substance Addiction Smoking and Your Health Alcohol Alcohol and Your Health Vaping Crackdown PDL UNIT AWARD 9.2	**Citizenship, Law and Society Community and Responsibilities AWARD DETAILS Unit: Individual Rights and Responsibilities Route: Personal and Social Development Code: 6104 Level: E3 Credits: 1 credit**	The Rule of Law How Laws Are Made Understanding Democracy* Solutions for Homelessness Relationships & Their Legal Status Illegal and Imitation Weapons Knife Crime PDL UNIT AWARD 10.2	**Careers and Life Skills**	Choosing a Pathway Evaluating Pathways and Options Applications and Interviews Speaking Up and Leading Rights, Responsibilities and Inclusion Pathways After School Pathways in Life and Work Design Your Work-Life Fit Organised and Efficient Technology and the Future of Work
Spring Term 1	**Careers and Life Skills AWARD DETAILS Unit: An Introduction to Careers and Employability Route: AQA Unit Award Scheme Code: 111786 Level: Entry Level (AQA UAS)**	What Does "Career" Mean? Imagining Your Future Discovering Jobs Around Us Careers and the World Around Us Media and Careers Positive Professional Relationships PDL UNIT AWARD 7.2	**Financial Literacy AWARD DETAILS Unit: Managing Money Route: AQA Unit Award Scheme Code: 118348 Level: Entry Level (AQA UAS)**	Taking Control of My Money* Bank Accounts* Budgeting Basics* Introduction to the Economy Financial Risk Fundamentals of Business PDL UNIT AWARD 8.2	**Healthy Relationships and Shared Respect AWARD DETAILS Unit: Managing Social Relationships Route: Personal and Social Development Code: 6118 Level: E2 Credits: 2 credits**	Building Healthy Relationships Friendship Reminiscing How To Have Healthy Relationships Ending Relationships Empowering Positive Masculinity Peer Pressure Survival Guide Overcoming Mob Mentality Gang Violence Exploitation PDL UNIT AWARD 9.3	**Substances and Risky Behaviours AWARD DETAILS Unit: County Lines Awareness Route: AQA Unit Award Scheme Code: 113708 Level: Entry Level (AQA UAS)**	The Truth About Vaping Drugs Party Drugs Drugs and County Lines PDL UNIT AWARD 10.3	**Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping**	Exam Stress Real-Time Resilience Managing Stress & Overthinking Countering The Negativity Bias Challenging Negative Thinking Being Present & Engaged Joy in the Present Moment Finding Calm Amidst Chaos Emotional Balance Embracing Challenges & Discomfort

Spring Term 2	**Citizenship, Law and Society Community and Responsibilities AWARD DETAILS Unit: Citizenship (Unit 1): Being a Citizen Route: AQA Unit Award Scheme Code: 112308 Level: Entry Level (AQA UAS)**	How Laws are made* Responsibility and Respecting Rights Independence vs Responsibilities Respecting and Celebrating Religious Dismantling Discrimination Carbon Footprint Calculator PDL UNIT AWARD 7.3	**Careers and Life Skills AWARD DETAILS Unit: Working Towards Goals Route: Preparing for Work Code: 6111 Level: E2 Credits: 2 credits**	Challenging Myself Secondary School Choices Exploring Personal Values Communication Styles Rethinking Role Models and Leaders Work and Wellbeing Healthy Balance Technology Trends and Future Careers PDL UNIT AWARD 8.3	**Financial Literacy AWARD DETAILS Unit: Budgeting Skills Route: AQA Unit Award Scheme Code: 71759 Level: Entry Level (AQA UAS)**	Budgeting Basics* Bank Accounts* Introduction to Investment* The Enterprise Mindset PDL UNIT AWARD 9.4	**Healthy Relationships and Shared Respect AWARD DETAILS Unit: Working as Part of a Group Route: Preparing for Work Code: 6110 Level: E3 Credits: 2 credits**	Self-Esteem and Respect Managing Different Relationships Building Healthy Masculinity Respectful Language Support and Communication R.E.S.P.E.C.T PDL UNIT AWARD 10.4	**Substances and Risky Behaviours AWARD DETAILS Unit: Gambling Awareness Route: AQA Unit Award Scheme Code: 117090 Level: Entry Level (AQA UAS)**	Gambling Addiction Is It Worth A Gamble? Prescription Medication Misuse Alcohol Dependence & Sex & Substances Substance Use And The Law PDL UNIT AWARD 11.2 (Spring 2)
Summer Term 1	**Substances and Risky Behaviours AWARD DETAILS Unit: Smoking, Drugs and Alcohol Awareness Route: AQA Unit Award Scheme Code: 121447 Level: Entry Level (AQA UAS)**	Know Your Substances Legal and Illegal Substances Risky Business Drugs and Alcohol Choices Vaping: A Global Dilemma PDL UNIT AWARD 7.4	**Healthy Relationships and Shared Respect AWARD DETAILS Unit: Healthy Relationships Route: AQA Unit Award Scheme Code: 114215 Level: Entry Level (AQA UAS)**	The Many Forms of Relationships Safe & Healthy Relationships Healthy vs Unhealthy Relationships Managing Unhealthy Relationships Recognising Abuse and Speaking Up PDL UNIT AWARD 8.4	**Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping**	Growth Mindset In Action Mindfulness in Action The Stress Scales Combatting Negative Self Talk Overcoming Limiting Beliefs Overthinking & Catastrophising Rewiring Your Brain The Science Behind Strengths Controlling Our Emotions Random Acts Of Kindness Impulse Control	**Careers and Life Skills AWARD DETAILS Unit: Preparing for Work Experience Route: Preparing for Work Code: 6127 Level: E3 Credits: 3 credits**	Acting on Feedback Why Work Matters Exploring Career Pathways Getting Your First Job Money and Decisions Careers and Their Impact on Society **Public Money** PDL UNIT AWARD 10.5	**Citizenship, Law and Society Community and Responsibilities**	Criminal Exploitation Violence and Exploitation by Gangs The Hidden Scars of Knife Crime Organ Donation PDL UNIT AWARD 11.3 (Summer 1)
Summer Term 2	**Financial Literacy AWARD DETAILS Unit: Understanding Money (Unit 1) Route: AQA Unit Award Scheme Code: 126122 Level: Entry Level (AQA UAS)**	Making Sense of Money The Evolution of Money Smart Saving Strategies Gambling Traps Budgeting Basics* PDL UNIT AWARD 7.5	**Substances and Risky Behaviours AWARD DETAILS Unit: Drugs and Alcohol Awareness Route: AQA Unit Award Scheme Code: 114093 Level: Entry Level (AQA UAS)**	Drug Awareness Drug Laws in the UK Smoking and Nicotine Addiction Alcohol and Social Inhibitions The Balanced Diet Evaluating Eating Habits PDL UNIT AWARD 8.5	**Citizenship, Law and Society Community and Responsibilities AWARD DETAILS Unit: Myself Within the Community Route: Independent Living Code: 6124 Level: E2 Credits: 2 credits**	Values in Action Multi-Cultural Society Racism & Discrimination Harmful Stereotypes Striving for Equality Inclusivity & Belonging Empathy for the Homeless PDL UNIT AWARD 9.5	**Emotional Literacy and Regulation Positivity and Mindset Resilience and Coping**	The Positivity Mindset R U OK? Understanding Stress De-Stressing Toolbox Optimising Character Strengths Measuring Our Self-Worth Laughter, Gratitued and Happiness The Healing Power of Forgiveness Embracing Personal Responsibility Taking Ownership Growing Positivity and Optimism	***Exams***	

Appendix 2:- Relationships and sex education content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, 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.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
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.
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 unsure who to trust.

Respectful relationships

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.
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.
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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
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.
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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
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.
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.
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.

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.
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.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also
3. understand the difference between public and private online spaces and related safety issues.
4. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren’t real / have been created with AI. That social media users may say things in
5. more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
6. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online
7. might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
8. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
9. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
10. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
11. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
12. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
13. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
14. That pornography and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidently as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
15. How information is generated, collected, shared and used online.
16. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).

17. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.
18. That AI chatbots are an example of how AI is rapidly developing and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
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.

Intimate and sexual relationships, including sexual health

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.
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 decision making.
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.
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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
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.

The National Curriculum for Science Covers:

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.

- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key Stage 4

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception, communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and genes and sex determination in humans.

Appendix 3: - Parent form - withdrawal from sex education within RSHE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	
Headteacher sign-off and date	

Outcomes
First Group