



The Heys School

POLICY NAME: Relationship and Sex Education Policy

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Major changes	
Full re-write	

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NB. This policy has been created in line with the '[Relationships Education, Relationships and Sex Education, and Health Education](#)' guidance.

Statement of intent

At The Heys School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

1. Legal framework

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

- [Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [DfE \(2019\) 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- [DfE \(2015\) 'National curriculum in England: science programmes of study'](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2021](#)
- [Children and Social Work Act 2017](#)

2. Roles and responsibilities

2.1. The governing board is responsible for:

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- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.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

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

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

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

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

2.4. Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.

- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or another member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. For the purpose of this policy, “health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 3.5. We will share information and gather the views of teachers, pupils and parents in the following ways:
 - Parent, pupil and teacher surveys
 - PSHE planning documentation
 - Reports
 - Contact home through letters, phone calls and Arbor messages
- 3.6. The majority of the RSE and health education curriculum will be delivered through PSHE, with statutory elements taught via the science curriculum.

- 3.7. The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

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

Families

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

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

- 4.3. Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

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

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non- consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

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

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

Being safe

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

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour- based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

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

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE and Health Education programmes of study

- 5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.
- 5.2 The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.
- 5.3. Year 7: Areas are covered both directly and indirectly through lessons focussing on: transition to secondary school; personal safety and managing risk (including first aid); positive relationships (including bullying, healthy and unhealthy relationships); respect and tolerance; internet safety and careers.
- 5.4. Year 8: Areas are covered both directly and indirectly through lessons focussing on: emotional wellbeing (including body image); healthy self (including personal hygiene, fitness and diet); discrimination, respect and tolerance (including protected characteristics); managing influences (including alcohol and drug misuse); careers and aspirations (including work place discrimination, stereotypes and enterprise).

- 5.5. Year 9: Areas are covered both directly and indirectly through lessons focussing on: healthy lifestyle choices (including drugs, alcohol, diet, exercise and first aid); identity and community (including gender and sexual orientation); relationships (including consent and contraception), financial wellbeing; careers and extremism and radicalisation (including British Values and community).
- 5.6. Year 10: Areas are covered both directly and indirectly through lessons focussing on: careers, healthy relationships (including sex expectations, pornography and the impact of the media); emotional wellbeing; world of work; healthy self (including using health services) and influences (including media, gangs, drugs and role models).
- 5.7. Year 11: Areas are covered both directly and indirectly through lessons in form time focussing on: careers; safe futures (including domestic abuse, forced marriages and risks); families and communication (including parental responsibilities, sexual health and abuse); independence; mental health (including managing stress) and study skills.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how

information is targeted at them and how to be a discerning consumer of information online.

- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know:

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

Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know:

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

Health and prevention

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

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

Changing adolescent body

By the end of secondary school, pupils will know:

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

6. Delivery of the curriculum

- 6.1. The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.
- 6.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of a manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 6.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 6.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 6.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 6.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 6.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

- 6.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons in Years 7 onwards. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 6.9. All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 6.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 6.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 6.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 6.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 6.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 6.17. Teachers will focus heavily on healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 6.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 6.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 6.20. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 6.21. The procedures for assessing pupil progress are outlined in [section 13](#) of this policy.

7. Curriculum links

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

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

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

8. Working with parents

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

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

8.3. When in consultation with parents, the school will provide:

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

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

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

8.6. If parents have concerns regarding RSE and health education, they may submit these via email to office@theheys.school or contact school to arrange a meeting on 0161 773 2052.

8.7. Parents will be regularly consulted on the curriculum content, through opportunities to meeting and letters, and the curriculum will be planned in conjunction with parents' views.

9. Working with external agencies

- 9.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 9.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 9.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 9.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 9.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 9.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 9.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- 9.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

10. Withdrawal from lessons

- 10.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 10.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programme.
- 10.3. Requests to withdraw a child from sex education will be made in writing to the headteacher.
- 10.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 10.5. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 10.6. All discussions with parents will be documented.

- 10.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 10.8. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 10.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

11. Equality and accessibility

- 11.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- 11.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 11.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- 11.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 11.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 11.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

- 11.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 11.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

12. Safeguarding and confidentiality

- 12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 12.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Confidentiality Policy.
- 12.3. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- 12.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

13. Assessment

- 13.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.
- 13.2. Lessons are planned to provide suitable challenge to pupils of all abilities.
- 13.3. There will be formal examinations for PSHE during PSHE specific curriculum lessons to assess pupil outcomes. These will also be reported on to parents three times per academic year. However, form time sessions will include no formal assessments.

14. Staff training

- 14.1. Training will be provided by the RSE and health education subject leader to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.
- 14.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.

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

15. Monitoring quality

- 15.1. The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject alongside the Senior Leadership Team.
- 15.2. The RSE and health education subject leader will conduct subject assessments alongside the Senior Leadership Team on a termly basis, which will include a mixture of the following:
- Lesson observations
 - Learning walks
 - Work scrutiny
- 15.3. The RSE and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- 15.4. The RSE and health education subject leader will work regularly and consistently with the headteacher and link governor, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. Monitoring and review

- 16.1. This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject leader on an annual basis.
- 16.2. Any changes needed to the policy, including changes to the programme, will be implemented by the PSHE Lead.
- 16.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.
- 16.4. The next scheduled review date for this policy is January 2026.

Appendix 1:

Letter to Parents regarding RSE and Health Education

RE: RSE and Health Education at The Heys School

Dear Parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At The Heys school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to me so we can discuss this decision with you and your child's form teacher and determine an appropriate course of action.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Personal Development PSHE Curriculum 2024 – 2025

Personal Development at The Heys School reflects our school's vision to ensure our students 'maximise our potential, to be the best we can be, everyday'. By educating our students to become independent young people, they will be able to make informed choices to keep themselves healthy and safe, develop essential life skills and will make a positive contribution to their communities. We accomplish this by ensuring all PSHE lessons underpin THS core values 'be determined, be kind and be respectful'. By working together, our students will improve their physical, emotional and social wellbeing to inspire them to be confident learners who will thrive in an ever-changing world. We also encourage all our students to respect everyone's learning by behaving in the correct way to make the classroom a safe and positive learning environment. This allows our students to communicate and articulate their feelings and opinions in a supportive setting. Our students will aim high to achieve success by raising their aspirations to help every young person realise their full potential to enhance their employability and transferable skills in preparation for the future.

Health and Wellbeing Relationships Careers

KS3	HT 1	HT 2	HT3	HT 4	HT 5	HT6
Year 7	Transition and safety – The Heys Way Transition to secondary school and personal safety in and outside school, including first aid	Building Positive Relationships Building relationships between peers with links to bullying	Healthy relationships and Internet Safety Signs of healthy and unhealthy relationships and ways these can be maintained online	Managing Risk and Personal Safety	Introduction to Careers, choices, and pathways	Healthy Relationships, Tolerance and Respect. Exploring positive relationships and other protected characteristics, having respect and tolerance for these.
Year 8	Emotional Wellbeing Mental health and emotional wellbeing, including body image and coping strategies.	Healthy Self Personal Hygiene, diet and keeping healthy	Discrimination – Tolerance and Respect Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Managing Influences Alcohol and drug misuse and pressures relating to drug use, gambling	Careers, choices, and pathways	Developing Skills and Aspirations Exploring what it means to aspire, to develop skills and to challenge workplace discrimination and stereotypes and enterprise.
Year 9	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
	Healthy Lifestyle choices Drug and alcohol awareness. Influences, reasons for drug use and effects. Diet, exercise, lifestyle balance and healthy choices, and first aid.	Identify Being Yourself Who am I? Where do I belong? Do I have to belong? Am I part of the Heys community?	Identity and Relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Financial Wellbeing What is money, why do we need money? Understanding financial wellbeing.	Careers Preparing for Options	Addressing Extremism and Radicalisation Communities, belonging and challenging extremism. Understanding British Values.
KS4	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
Year 10	Careers Employability Skills, strength and weaknesses, skills and attributes. Choices and how to seek employment	Healthy Relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Emotional Wellbeing Challenges and changes Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The World of Work Preparing for Work Experience	Healthy Self Balancing priorities, taking personal responsibility for health and using health services.	Exploring Influence The influence and impact of drugs, gangs, role models and the media

Appendix 2:

PSHE Curriculum Overview

Appendix 3:

PSHE curriculum map



Curriculum Overview - Subject: PSHE

Year group	Topic and length	Key Words	Key Skills	Retrieval	Key Knowledge	Assessments	Cultural Capital	Link to NC & Specs
7 Approximately 6-8 weeks	The Heys Student/Transition	Group work, communication, being respectful, responsible, student, adaptable, pledge, being a good citizen, resilience, confidence, contribution, negotiation, compromise, conflict, self- management.	Students will work on their listening and communication skills and about the importance of negotiation and compromise.	Previous learning (primary) Differs depending on school. This scheme of learning builds on the initial sessions delivered during transition days about what it means to be a Heys Pupil. It also builds on prior knowledge from primary school.	Students will gain a strong understanding of what it means to be a member of the Heys School community, they will learn about the qualities and behaviours expected of them in school and how to establish respectful and kind relationships, they will learn our core values and how they can show these in their approach to school and	Assessment end of topic: Letter to a future Y7 student. TPGG	To develop a sense of character and resilience so that students can overcome challenges. Black History Month (October).	R14,R15, R16, R19, L1, L2, L3, L9, H1, H2, H6

					towards their relationships with others			
7 Approximately 6-8 weeks	Building Positive Relationships/Anti Bullying	Inclusion, diversity, gender identity and sexual orientation, challenging discrimination, peer influence and strategies to manage this, peer approval, friendship, understanding, empathy, compassion, awareness	Students will work on their communication and listening skills and understand the importance of diversity and tolerance.	It will shift students thinking about themselves and how they fit into the Heys School community towards considering how we all fit together regardless of our differences.	This topic will cover the following themes; inclusion, diversity, gender identity and sexual orientation, challenging discrimination, peer influence and strategies to manage this, peer approval	Assessment End of Topic: Written assessment about diversity and how someone would manage their emotions. TPGG	Development of natural curiosity and development. Christmas (December)	R1, R3, R4, R38, R39, R40, R41, R42, R43, R44
7 6-8 weeks	Healthy Relationships including Internet Safety	Relationships, consequences, control, coercion, pressure, image sharing, grooming, exploitation, risk, safety, values, privacy, digital footprint, impact, social media, boundaries, anonymity, sexual harassment, sexual violence, familial roles, bereavement, loss, separation, divorce.	Students will work on their communication and listening empathetic skills and understand the importance of being alert and safe and to understand that obstinance is sometimes valid when questioning something that seems suspicious.	Links to last topic Building positive relationships and anti-bullying	Students will learn about the qualities and indicators of healthy and unhealthy relationships. They will develop an understanding of how to form and maintain strong healthy relationships with others. They will learn about the risks and consequences of image sharing and how to cope	End of Topic Assessment: To create an informative and educational poster related to the following topic areas: Healthy/Unhealthy Relationships Self-efficacy, Self-worth and Self-esteem TPGG	This topic reflects on diverse perspectives and experiences, allowing all students to see themselves represented and valued.	R1, R2, R13, R14, R17, R21, R22, R42, R43

					<p>with pressure from others. They will learn how to identify the signs of grooming and exploitation, including online, and how to report it and / or get support. Students will also learn about their digital footprint and the negative impact this can have if not managed sensibly and responsibly. They will understand the importance of having strong personal values in respect of keeping aspects of their lives private and out of the public domain and be able to apply this to others as well.</p>			
7 6- 8 weeks	Managing risk and personal safety	Knife crime, social, moral, legal , personal, emotional consequences, risks, implications, gangs	Students will work on their communication and listening empathetic skills and	It builds on the starting point of positive relationships and bullying and	Students will learn about how to keep themselves safe. They will recognise the	Assessment End of Topic Comprehension task relating to 'group think' and	Incorporate real life scenarios and case studies to understand the practical	R42, R43,R45,R46

			understand the importance of being alert and safe and to understand that obstinance is sometimes valid when questioning something that seems suspicious.	encourages students to make good, independent decisions to help keep themselves safe.	risks and dangers that exist and will learn about a range of strategies that they can apply to help them to manage any risky situations in which they find themselves.	risky behaviours TPGG	applications of what is being taught. Prevention can help students make informed choices, contributing to their overall wellbeing and ability to participate fully in society.	
7	Introduction to Careers, Choices and Pathways	Life long learner, ambition, aspirations, goals, target setting, vocational and academic opportunities, routes into work, options, information, advice, support, guidance, decision making, skills, qualities, enterprise, attributes, realistic, benefits.	Students will identify their skills and attributes and how they might match up to what future employers will look for.	Prior knowledge depends on the students previous primary. The SOL is designed as an introduction to Careers so no prior knowledge is necessary,	Students will learn about setting targets and goals. They will gain knowledge of the different routes into work, training and further education.	No assessment.	Students will gain an insight into more aspirational further education establishments such as Loreto, Holy Cross or Xaverian.	
7	Healthy Relationships, Respect and Tolerance	Relationships, consequences, control, coercion, pressure, image sharing, grooming, exploitation, risk, safety, values, privacy, digital	Students will work on their communication and listening empathetic skills and understand that not everyone is	It links to the SOL for HT 2 (Building Positive Relationships and anti-bullying) as well as the	Students will learn about the qualities and indicators of healthy and unhealthy relationships. They will develop	Comprehension task. TPGG	Pride Month June This topic includes activities that boost self-confidence and	R13, R14, R15, R16

		<p>footprint, impact, social media, boundaries, anonymity, sexual harassment, sexual violence, familial roles, bereavement, loss, separation, divorce.</p>	<p>the same and each person has the right to live how they would wish and that we must be respectful and tolerant to others choices and preferences.</p>	<p>SOL for HT4 (Managing Personal Risk and Safety)</p>	<p>an understanding of how to form and maintain strong healthy relationships with others. They will learn about the risks and consequences of image sharing and how to cope with pressure from others. They will learn how to identify the signs of grooming and exploitation, including online, and how to report it and / or get support. Students will also learn about their digital footprint and the negative impact this can have if not managed sensibly and responsibly. They will understand the importance of having strong personal values in respect of keeping aspects of their lives</p>		<p>self-awareness, enabling students to present themselves effectively and assertively in various social and professional settings.</p>	
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					private and out of the public domain and be able to apply this to others as well.			
8	Emotional Wellbeing and My Healthy Self Approx 12 weeks	Healthy eating, looking after body and mind, sleep, exercise, water, self-care, self-concept, self-awareness, resilience, mental health, emotional well-being, signposting to support, emotions, hygiene, diet, coping strategies, sleep, rest, activity, Female Genital Mutilation	Students will work on their communication and listening empathetic skills and learn to be resilient.	It builds on the idea of self-concept, who you are and how we all fit together a community and can help each other to stay mentally and physically well.	Students will learn themes of self concept and understand that everyone is unique, gain a understanding of what can affect well-being and resilience, the impact of social media on self-awareness, strategies to build resilience to negative opinions and judgements, emotional literacy, characteristics of mental health and healthy and unhealthy coping strategies, the benefits of physical activity on physical and mental well-being, the importance of sleep and good diet, personal responsibility for health and	Comprehension task.	Black History Month (October). By addressing mental health, emotional wellbeing, and coping strategies, PSHE helps students build resilience and adaptability, important traits for navigating life's challenges and changes.	H13, H14, H15, H16, H17, H18, H19, H20, H21, H22

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

					means to be inclusive. They will learn about gang culture and its legal, social and physical consequences. They will develop strategies to help them manage pressure to join a gang or carry a knife. They will learn that others may have a different opinion to them on certain issues and what impact extreme views could have on them and / or others.			
8	Managing Influences Approx 6- 8 weeks	Relationships, consequences, control, coercion, pressure, image sharing, grooming, exploitation, risk, safety, values, privacy, digital footprint, impact, social media, gambling.	Students will work on their communication and listening empathetic skills and learn to be resilient, tolerant and respectful understanding and critical thinkers.	It links to the SOL for HT 2 (Building Positive Relationships and anti-bullying) as well as the SOL for HT4 (Managing Personal Risk and Safety)	Students will learn about what influences them and how they influence others. They will learn about positive and negative influence, pressure and develop strategies to help them manage this and risks appropriately. They will	Comprehension task – Write like an expert!	Through discussions and debates on ethical and social issues, students learn to think critically, analyse information, and form reasoned arguments. These cognitive skills are highly valued in higher education and	R43, R44, H30, H31, H32

					understand the importance of having strong personal values in respect of keeping aspects of their lives private and out of the public domain and be able to apply this to others as well. They will learn about the risks and consequences of image sharing and how to cope with pressure from others. They will learn how to identify the signs of grooming and exploitation, including online, and how to report it and / or get support.		professional environment.	
8	Careers, Choices and Pathways	Careers, pathways, options, vocational, academic, T Levels, employment, voluntary work, aspirations, ambitions, stereotypes	Students will consider their strengths and use this to help them identify what pathways will suit them best.	This SOL builds on the skills and knowledge from Introduction to Careers at The Heys and encourages students to	Students will develop their understanding of the different pathways and options available to them in the future and the importance of success at	N/A	Throughout the scheme students will be encouraged to be aspirational and will be supported to set targets to	

				think about their future careers choices and pathways so they can consider their options for when they leave school and identify what motivates them to do well and look after themselves properly.	school on their future careers.		achieve their ambitions.	
8	Developing Skills and Aspirations Approx 6-8 weeks	Skills, ambition, attributes, enterprise, teamwork, problem solving, exploration, developing, planning, solution, community, earning, money, finance, business, entrepreneur	Students will develop teamwork skills, problem solving skills, listening and negotiation. Patience and tolerance will also be developed to show respect to other people's opinion and ideas.	Links to Career choices and pathways in Y7 HT5 and Y8 HT5 as well as curriculum links to Business Studies.	Student will learn how to develop aspiration from dreams and thoughts and how to turn these into reality. Exploring possible career choices and challenging workplace stereotypes. Learning how to be entrepreneurial and embracing teamwork to solutions that can be beneficial financially as well	Project based task, conclusion.	This topic includes activities that boost self-confidence and self-awareness, enabling students to present themselves effectively and assertively in various social and professional settings.	L2, L3, L4, L5, L9, L10,

					as being model citizens.			
8	One off session to lead up to Sophies Story presentation with the Sophie Lancaster Foundation. 1 Lesson	Empathy, discrimination, stereotype, tolerance, respect, prejudice, alternative subculture, gender, individuality, sexuality, preference, disability, respect, inclusivity.	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other peoples opinions and beliefs.	Links to Discrimination. Tolerance and Respect Y8 HT3.	Students will learn how to not use judgement on how somebody looks and will learn the importance of tolerance and inclusivity through stimulating and encouraging conversation about prejudice.	N/A	Pride Month June PSHE helps students understand different cultures, traditions, and perspectives, fostering an appreciation of diversity. This cultural awareness is a crucial component of cultural capital, enabling students to navigate and appreciate various social contexts.	R3, R14, R15, R16, R38, R39, R40, R41, R42, R43, R44, R45,
9	Healthy Lifestyle choices Approx 14 Weeks	Caffeine, drugs, alcohol, tobacco, use, misuse, prolonged use, health implications, harm, medical consequences, legal limits, consumption	Students will work on their communication and listening empathetic skills and learn to be resilient and tolerant under influence, and be respectful understanding	Drugs, alcohol and tobacco have only previously been covered in Science. However there are links to managing risks Y7 and Managing Influences Y8.	Students will learn about the associated risks and dangers of short term and prolonged drug, alcohol and tobacco use / misuse. They will also learn about the risks of caffeine use and	Through teacher led discussion and questioning.	Black History Month (October). Lessons on personal safety, online safety, and substance abuse prevention help students make informed choices,	R20, R42, R43, H23, H24, H25, H26, H27, H28, H29

			and critical thinkers.		the implications for future health.		contributing to their overall wellbeing and ability to participate fully in society.	
9	Identity Being Yourself – Healthy relationships and sexual health Approx 14 weeks	Sexual health, consent (and the right to withdraw), intimacy, attraction, relationship values, trust, negotiation, communication, contraception, FGM (female genital mutilation), STIs, sexuality, diversity, pornography, media, pressure, manipulation, coercion, control, readiness, pregnancy, risks, gender roles, expectations, pleasure, romance.	Students will work on their communication and listening empathetic skills, negotiation, communication, and decision-making skills that are crucial for healthy relationships and sexual health.	It links to the Yr 7 Term 3 SoL on Healthy Relationships. It also links to the Yr 8 Term 3 SoL on Social Influences. There is a link to the Yr 9 SoL on Drugs and Alcohol.	Students will learn in depth about sexual health and what a healthy relationship looks and feels like. They will recap on the law in relation to consent and the right to withdraw consent at any time. They will learn about the importance of trust and communication in healthy relationships and that the feelings of both people should be taken into account. They will learn about the risks involved in sexual relationships such as unplanned pregnancy and STIs and how to	Through teacher led discussion and questioning	A curriculum that is inclusive of different sexual orientations, gender identities, and cultural backgrounds ensures that all students feel represented and respected.	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R23, R24, R25, R26, R27, R28, R29, R30, R31

					<p>protect again these and / or get help and support if needed.</p> <p>Students will learn about how sex is portrayed in the media (including pornography) and how this can influence their own perception and expectations of relationships.</p> <p>Students will learn that there are different kinds of relationships and that sexual attraction is diverse. They will learn the difference between biological sex, gender identity and sexual orientation. They will develop their understanding of the responsibilities that go hand in hand with relationships and marriage such as trust and</p>			
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					decision making. They will learn about the impact of drugs and alcohol on decision making in social situations. They will learn how that some relationships do ultimately break down and ways to help them to cope with this if it happens.			
9	Financial Wellbeing Approx 6-8 weeks	Money, budget, budgeting, gambling, fraud, cybercrime, debt, lending, risk, finance, risks, social engineering.	Student will learn and use thinking and decision-making skills, teamwork, judgment skills, exploration, negotiation and critical thinking skills.	Links to Skills and aspirations from Y8 Careers and pathways from Y8 and leads onto Careers in Y9.	Students will learn in depth about how to effectively budget and evaluate savings options how to prevent and manage debt, including understanding credit rating and pay day lending how data is generated, collected and shared, and the influence of targeted advertising how thinking errors, e.g. gambler's fallacy, can increase	Through teacher led discussion and questioning.	This topic includes education on personal finance, budgeting, and economic principles, equipping students with the knowledge to make informed financial decisions. This economic understanding affects their ability to manage resources and	H25, R38, L16, L17, L18, L19, L20, L25

					susceptibility to gambling strategies for managing influences related to gambling, including online about the relationship between gambling and debt about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities.		opportunities effectively.	
9	Careers Preparing for Options Approx 6-8 weeks	Careers, pathways, options, vocational, academic, T Levels, employment, voluntary work, aspirations, ambitions, stereotypes.	Students will consider their strengths and use this to help them identify what pathways will suit them best.	This SOL encourages students to think about their future careers choices and will inform their option choices so that they pick subjects / courses that are in line with what they	Students will gain a strong understanding of the different pathways and options that are available to them in the future and the importance of success at school on their future careers. They will learn about some of the	N/A	This SOL will encourage students to consider red brick universities as a possible option in their future.	

				want to do when they leave school and identify what motivates them to do well.	careers families linked to certain subject profiles at school / college. They will start to consider whether they want to go to university and which specific pathway they are aiming for.			
9	Addressing Extremism and Radicalisation Approx 6-8 weeks	Influence, pressure, relationships, extremism, radicalisation, inclusive, prejudice, discrimination, racism, ableism, faith based prejudice, consequences, behaviour, attitudes, impact, gang culture, criminality, legality.	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other people's opinions and beliefs.	Links to identity and managing influences.	Students will learn and understand about communities, inclusion, respect and belonging, about the Equality Act, diversity and values, about how social media may distort, mis-represent or target information in order to influence beliefs and opinions, how to manage conflicting views and misleading information how to safely challenge discrimination, including online,	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Pride Month June Through discussions and debates on ethical and social issues, students learn to think critically, analyse information, and form reasoned arguments. These cognitive skills are highly valued in higher education and professional environments. Encourage critical thinking and open discussion about controversial topics, enabling	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29

					how to recognise and respond to extremism and radicalisation About the impact of individual's beliefs and actions on community cohesion and how this links to the importance of promoting British Values, British heritage, and immigration over time to understand a huge part of British culture is valuing diversity.		students to critically evaluate different viewpoints, including extremist ideologies.	
10	Careers and the World of Work	Digital footprint, employability, strengths, skills, qualities, interests, ambition, aspirations, pathways, employment patterns, local / national labour market information (LMI), health and safety, rights, responsibilities	Students will look at employability skills and how to use their skills and qualities to inform their careers plan.	Links to Yr 9 Unit on Work and Career which students complete pre-options to support in them making informed choices based on careers preferences.	Students will learn about digital footprint, employment law and how to make themselves more employable.	N/A	Students will be encouraged to be aspirational and ambitious and consider a range of careers and not assume they have to follow in their parents footsteps.	

							Black History Month (October).	
10	Healthy Relationships including emotional wellbeing Approx 12-15 weeks	Sexually transmitted diseases / infections, sexual health, relationships, control, coercion, abuse, contraception	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other people's opinions and beliefs.	The previous scheme of learning focussed on planning for a successful and happy working life. This unit links in that it is also focussed on future plans from the perspective of the importance of understanding and maintaining good sexual health and developing positive and healthy relationships.	Students will learn content on themes related to sexual health and healthy relationships. This will include how to keep yourself healthy, signposting towards appropriate medical advice for sexual health, sexually transmitted diseases, contraception, what a healthy relationship looks and feels like and how to stay safe and healthy within relationships.	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Effective communication, empathy, and the ability to navigate social situations can make someone more attractive and better at maintaining healthy relationships. This scheme encompasses a wide range of factors that can significantly impact sexual relationships, from initial attraction and compatibility to the long-term dynamics of the relationship. Understanding and navigating these elements can contribute to more fulfilling and meaningful connections. The opinions and norms of	H26 - H33 R1 – R15

							one's social group can affect choices in partners and behaviours within relationships.	
10	Healthy Self including exploring influences	Healthy choices, sleep, diet, exercise, mental health, physical health, screening, substance misuse, tanning, cosmetic surgery, triggers, empathy, monitoring, maintenance, screening, support, pathways, body image, resilience, assertiveness.	Students will develop teamwork skills, patience, tolerance and understanding. Respect will be shown towards other people's opinions and beliefs.	It directly links to the Yr 8 Term 1 SOL on Healthy Self but goes into more detail regarding the students' own role in looking after themselves and others. It also links to the Yr 9 SOL on Drugs, Alcohol and Tobacco.	Students will revisit the theme of health looking at both mental and physical health. They will learn about how mental health can be affected by certain factors, be able to identify triggers for mental health and ways of managing these. They will understand the importance of making healthy lifestyle choices concerning online activity, sleep, diet and exercise. They will explore how the media represents body image and the impact that this can have. They will have a broad	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Pride Month June Being part of certain social groups can provide opportunities to meet potential partners with similar cultural capital, thereby influencing relationship dynamics. provide comprehensive health education that equips students with knowledge about nutrition, physical activity, mental health, and the consequences of unhealthy behaviours. This education	H1-H18

					understanding of mental health conditions and what treatment and support are available. They will develop their understanding of the NHS and how to be responsible for maintaining and monitoring their own physical health including regular screening for life threatening conditions. They will have a good understanding of the impact of substance misuse on health and what strategies and support are available to them if needed		helps students make informed choices.	
11	Planning for a Successful Future Approx 12-15 weeks	Personal statements, application form, letter of application, employability skills, deadlines, pathways, aspirations, ambition.	Students will identify their personal skills and employability skills. Students gain the skills to create a	The SOL links to all of the previous career's SOL and enables students to use their knowledge to make informed choices about	Students gain knowledge about the types of courses at which establishments that are available to them post 16.	N/A	Students will be encouraged to consider more aspirational Post 16 providers such as Holy Cross, Loreto and Xaverian and given the	

			personal statement and complete applications.	post 16 education.			support to apply to such establishments.	
							Black History Month (October).	
11	Planning for a Safe and Happy Future Approx 12-15 weeks	Honour based violence, abortion, termination, legal rights, forced marriage, prejudice, discrimination, parenting, pregnancy, contraception, fostering, adoption, sexual harassment.	Students will be able to set realistic, achievable goals for education and career. Develop effective verbal and written communication for personal and professional interactions, understanding one's strengths, weaknesses, and interests.	The previous SoL focussed on preparation for working life, this scheme now encourages students to prepare for adult and family life and develop a good understanding of how to stay safe in current and future relationships.	Students will gain a strong understanding of aspects of the law in relation to their rights around domestic abuse, discrimination, abortion, forced marriage and honour based violence. They will gain a good understanding of these themes and how to recognise them as well as knowing what to do if it happens to them.	Through teacher led discussion and questioning, live marking, cold calling, recall activities.	Students can build a foundation for a happy, safe, and fulfilling future. These skills not only help them navigate life's challenges but also empower them to thrive in various aspects of their personal and professional lives.	R28-R38
11	Study Skills Approx 12-15 Weeks	Revision, goals, priorities, timetables, stress, wellbeing, exams, strategies, effectiveness, workload, attitude,	Students will be able to set realistic, achievable goals for education and career. Be able	Previous SoL planning for a successful future focused on preparation for work life or further	Students will be able to plan revision effectively taking into consideration their wellbeing.	N/A	Pride Month June Students study routines, students can enhance their	

		success, skills, mindset, positivity	to analyse their suited methods of working and plan their revision effectively.	education this topic will help to achieve those plans set.	Through analysing they will discover which kind of revision suits them best helping them to plan their revision effectively which will then relieve pressure they may have put on themselves.		academic performance and develop skills that will serve them well throughout their educational journey and beyond.	
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Appendix 4: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 5: Parent form: withdrawal from sex education within RSE

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	