



RSHE Policy

This policy is applicable to Senior School students only

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Introduction

At St Lawrence College, we recognise the importance of educating students about relationships, sex, and health so that they can make responsible, well-informed decisions throughout their lives. RSHE is an entitlement for all children and young people in England, and we are committed to fulfilling our legal obligations to provide a high-quality, well-evidenced, and age-appropriate RSHE curriculum.

RSHE teaching helps to prepare students for the opportunities, responsibilities, and experiences of adult life, while promoting their spiritual, moral, social, cultural, mental, and physical development both in school and in the wider community. This policy outlines how RSHE is organised and delivered at St Lawrence College to ensure it meets the needs of all students and supports their growth into confident, informed, and responsible individuals.

We are committed to on-going consultation with all stakeholders throughout the evolution of SLC's Relationships and Sex Education programme. The policy development process will involve the following steps:

1. **Review** – a working group will pull together all relevant information including national guidance
2. **Staff feedback** – key pastoral staff will be given the opportunity to look at the policy and make recommendations
3. **Student feedback** – we will investigate what exactly students want from their RSHE by meeting with the Student Voice Committee to discuss the RSHE programme

4. **Parental Feedback** – parents will be consulted to give their views
5. **Ratification** – once amendments have been made, the policy will be shared and discussed with governors and ratified.

For the purpose of this policy:

- “RSHE” is used to refer to the overall programme of relationships, sex and health education.
- “RSE” refers to relationships and sex education and 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.
- “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.

Aims

The aims of Relationships and Sex Education (RSHE) at SLC are to:

- Ensure students develop knowledge and understanding of relationships, health and sex education
- Promote positive values and integrity that will guide their decisions, judgements and behaviour
- Enable students to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe
- Support students to develop self-respect, confidence, and empathy
- Develop maturity, self awareness and understanding of others to discuss sensitive topics respectfully and positively and provide a framework in which sensitive discussions can take place.
- Teach students the correct vocabulary and appropriate facts about puberty, sexual development and sexual health.
- Encourage students to form part of an inclusive community at St Lawrence College, in line with our values of kindness, positivity and respect.
- Ensure students know how and where to access confidential advice and support

Teaching will be age appropriate and will respect the diversity of families and faith in our community.

RSHE is not about the promotion of sexual activity.

Legal framework

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

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) and (2025) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Acceptable Use Agreement for Students

Roles and Responsibilities

The Governing board will be responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE 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 students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE 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.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The Head of College will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the student 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 students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an **annual** basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE Coordinator leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, 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 RSHE.
- 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 student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head of College.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSHE.
- Organising a safe space for students to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable students who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of 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 RSHE.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND.
- Liaising with the RSHE subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.

Delivery of the Curriculum

Through effective organisation and delivery of the RSHE, the school will ensure that:

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

The majority of the RSHE curriculum is delivered through PSHE education (re separate policy), with statutory elements taught via the science curriculum. For example, the Science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

The RSHE 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.

Religious education looks at family, values and morals, and the celebration of marriage in different traditions. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled and the RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

PSHE education requires students to learn about the main changes which take place in adolescence, and implications for emotional and physical health. PSHE also covers online safety and includes how to use technology responsibly, respectfully and securely. This also

covers more current issues such as sharing images, sextortion and pornography, how to keep personal information private, and where to go for help and support.

The delivery of RSHE will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

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

The school will integrate LGBTQ+ content into the RSHE curriculum (where and when appropriate) – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any students with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students 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 Online Safety Policy, and the IT Acceptable Use Agreement for Students.

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

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSHE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students 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.

Students will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure students are not left vulnerable.

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

It is important that all school staff feel comfortable to take RSHE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

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.

Across all key stages, students will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions
- Mental wellbeing

Skills and knowledge will be taught in an age-appropriate way in with teaching methods allowing for a combination of sharing information and facilitating discussions and exploring

issues and values. Lessons will be delivered by the Head of Upper School and other teaching staff within the school.

Assessment

The school will have the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

Assessments used to identify where students need extra support or intervention. There are no formal examinations for RSHE; however, to assess student outcomes, the school will capture progress in the following ways:

- Tests
- Written assignments
- Self-evaluations

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject leader will create annual subject reports for the Head of College and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Head of College and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

RSHE subject overview

According to the Department for Education's statutory guidance, children should learn the following information by the end of secondary school. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only.

Families

By the end of secondary school, students 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 its 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students 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.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships

By the end of secondary school, students will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and 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 show 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.
- About 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.
- About 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

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, students will know:

- About 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

By the end of secondary school, students 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 outlooks, 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 the 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 parenthood, adoption, abortion and where to get further help.
- How 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.

Working with external agencies

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the students.
- That the materials the expert intends to use, as well the lesson plan, meet all students' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the Head of College. Before granting a withdrawal request, the Head of College will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Head of College will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

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

Students who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal. For requests concerning the withdrawal of a student with SEND, the Head of College will take the students' specific needs into account when making their decision.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for some students based on their protected characteristics.

The school will design the RSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

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

Confidentiality and Safeguarding

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

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual students, including students who are victims of abuse and students with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible, in line with school policy. Teachers will, however, understand that some aspects of RSHE may lead to a student 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. Students 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.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
 - Sexual consent
 - Sexual exploitation
 - Abuse
 - Grooming
 - Coercion

- Harassment
 - Rape
 - Domestic abuse
 - So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

Staff training

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum and the use of AI.

Monitoring and review

This policy will be reviewed by the Head of College in conjunction with the RSHE subject leader on an **annual** basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Head of College. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.

The next scheduled review date for this policy will be **September 2026**.

PSHE/RSHE Themes (Combined)

(Subject to variability due to e.g. global/national events and/or reactions to school issues that may occur)

	Michaelmas 1 Independence and aspirations	Michaelmas 2 Autonomy and advocacy	Lent 1 Autonomy and advocacy	Lent 2 Choices and influences	Summer 1 Independence and aspirations	Summer 2 Choices and influences
1st Form	Developing goal setting, analytical skills and decision making: <ul style="list-style-type: none"> • Personal development and target setting • Importance of respect • Wants, needs and priorities • Self-esteem through life • Media literacy 	Developing empathy, compassion, communication, and financial capability : <ul style="list-style-type: none"> • What is racism • Stereotyping • Protected characteristics • Career skills and qualities • Budgeting our money 	Developing assertive communication, agency and support-seeking skills: <ul style="list-style-type: none"> • Health and wellbeing • Mental health • Building resilience • Kindness and empathy • Safer internet 	Developing agency, decision making skills, and risk management: <ul style="list-style-type: none"> • Dangers of vaping • What are drugs and the dangers thereof • Personal hygiene, oral health, and prevention of infections • Boys and puberty • What we need to know about periods 	Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Healthy relationships • Importance of trust • Maintaining friendships • Anti-bullying • Navigating peer pressure 	Developing agency and decision making skills: <ul style="list-style-type: none"> • What is online grooming • Importance of families and relationships • Falling in love and romantic feelings • What is marriage and why it's should be freely entered into
2nd Form	Developing analytical skills, goal setting,	Developing communication, values and opinions, strategies	Developing agency and strategies to manage	Developing self-awareness, risk	Developing communication and negotiation skills,	Developing agency and strategies to manage

	<p>motivation, financial capability, and agency:</p> <ul style="list-style-type: none"> • Importance of attendance and punctuality • Ambition, aspiration and realistic career goals • Exploring employability and work skills • Being an entrepreneur • Saving and investing money • Importance of teamwork 	<p>to identify bias, and risk management:</p> <ul style="list-style-type: none"> • Exploring sexism in society • Ableism, visible and invisible • County lines and gangs • Importance of good communication skills • Mental health in work and the wider world 	<p>influence, and access support:</p> <ul style="list-style-type: none"> • Importance of a balanced diet and healthy food • Importance of exercise • Consequences of unhealthy living • What are eating disorders • The stress of social media • Exploring group chats (1) 	<p>management, and accessing support:</p> <ul style="list-style-type: none"> • Exploring group chats (2) • What is self-harm and why do people do it • Knife-crimes – what and why • Exploring my personal identity 	<p>clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Exploring tolerance and respect • What it means to be a great man • Alcohol – risks and relationships • Cyberbullying and online trolls • Consent – what is it and why is it so important (1) 	<p>influence and access support:</p> <ul style="list-style-type: none"> • Consent – what is it and why is it so important (2) • Exploring contraceptives • STI's and sexual health • Exploring the use of condoms
3rd Form	<p>Developing goal-setting, analytical skills, financial capability and decision making:</p> <ul style="list-style-type: none"> • Exploring KS4 options • Exploring the economy and how it affects us 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> • Online scams and financial exploitation • Exploring the changing labour market 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> • Exploring mental health – stigmas and language • How to manage anxiety • Staying happy and positive 	<p>Developing empathy, analytical skills, agency, risk management, and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy eating on a budget • Appropriate health advice and services 	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Relationships and sex in the media • DiverSHE relationships 	<p>Developing decision making, risk management, conflict management, and support-seeking skills:</p> <ul style="list-style-type: none"> • Exploring misogyny • Pornography and our brains

	<ul style="list-style-type: none"> Being responsible with your finances 	<ul style="list-style-type: none"> Your online reputation The importance of community Exploring anti-social behaviour Why volunteering is important 	<ul style="list-style-type: none"> Exploring gratefulness Importance of sleep and hygiene 	<ul style="list-style-type: none"> Safe use of prescription drugs and antibiotics Performing CPR and First Aid FGM – what we need to know The risks of gambling 	<ul style="list-style-type: none"> What is gender stereotypes Sexual harassment and the law 	<ul style="list-style-type: none"> Exploring grief, loss and its digital legacy How to manage conflict
4th Form	<p>Developing agency, self-awareness, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Social media and personal validation Exploring hate crimes in the UK The difference between equity and equality Future careers and the rise of AI 	<p>Developing empathy and compassion, strategies to manage influence and risks:</p> <ul style="list-style-type: none"> Rights and responsibilities in the workplace Tattoos, piercings and our bodies Importance of work experience Health and safety at work Dangers of cybercrimes 	<p>Developing agency and decision making, strategies to manage influence, resilience, and access support:</p> <ul style="list-style-type: none"> Resilience to social media Social media and combating loneliness Exploring deepfakes and malicious AI Body image – positivity gone too far Exploring cancer – screening, 	<p>Developing empathy, analytical skills, to seek appropriate support, and resilience:</p> <ul style="list-style-type: none"> Exploring cancer – screening, prevention, risks (2) Unplanned pregnancy Exploring the misuse of nitrous oxide Minimising stress and improving 	<p>Developing risk management, empathy, compassion, and support- seeking skills:</p> <ul style="list-style-type: none"> Coercive, exploitive and abusive relationships Gaslighting and emotional abuse Exploring forced marriage Divorce , separation and loss Stalking, harassment and the law 	<p>Developing agency, self-awareness, self-worth, empathy, respect for others, diversity, and understanding:</p> <ul style="list-style-type: none"> Assessing readiness for sex What is abortion Exploring LGBT rights Adoption and fostering

		and the dark web	prevention, risks (1)	exam performance <ul style="list-style-type: none"> Exploring homelessness 		
5 th Form	<p>Developing agency, risk management skills, self-awareness, adaptability, and critical thinking:</p> <ul style="list-style-type: none"> Exploring Post 16 options What is personal safety and independent travel Extremism and radicalisation Online safety and data protection Cost of living crisis 	<p>Developing communication and negotiation skills, and analytical skills:</p> <ul style="list-style-type: none"> Exploring different types of employment Writing fantastic CVs and job applications Job interviews – how to prepare Exploring revision and study skills 	<p>Developing empathy, sense of self, compassion, risk management, and support-seeking skills :</p> <ul style="list-style-type: none"> Unwanted, fixed and obsessive behaviours Criminal behaviour and mob mentality Fertility, menstrual and gynaecological health Gender, gender roles and transgender in focus 	<p>Developing empathy and compassion, clarifying values and support-seeking skills, respect for others, and agency:</p> <ul style="list-style-type: none"> Neurodiversity explored and explained Personal safety and risk on the streets Sugar, processed food and disease; what's the link? Suicide and Prevention: What do we need to know? Why are virginity testing and hymenoplasty illegal? 	<p>Developing confidence, self-worth and self-awareness, adaptability, decision making skills, empathy and compassion, seeking-support skills :</p> <ul style="list-style-type: none"> Microaggressions and bullying Pronouns and wider world Online dating and the role of pleasure Parenting – what to consider Sexualisation of the media Pornographic deepfakes and non-consensual images Honour violence and killings 	Study Leave

					<ul style="list-style-type: none"> Responsible public health choices 	
L6th	Developing self-awareness, goal-setting, writing skills, adaptability and organisation skills: <ul style="list-style-type: none"> Apprenticeships Applications and personal presentation Exploring employment Exploring core subjects 	Developing self-confidence, researching skills, and strategies to manage influence: <ul style="list-style-type: none"> Writing personal statements Computer literacy and linking to employment skills What is plagiarism Researching different jobs 	Developing empathy, risk management, manage influence, identity, compassion and strategies to access support: <ul style="list-style-type: none"> Exploring class A drugs Exploring class B drugs Exploring class C and prescription drugs Cosmetic and plastic surgery 	Developing agency, decision making, and strategies to manage influence and access support: <ul style="list-style-type: none"> Genders and identity Miscarriage and unplanned pregnancy The importance of relaxation 	Developing agency, confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Critical thinking Fakes news Feminism Free speech and hate speech (1) 	Developing agency and strategies to manage influence and access support, compassion, sense of wrong and right: <ul style="list-style-type: none"> Free speech and hate speech (2) Honour violence Exploring social justice
U6th	Developing resilience, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Work ethic and motivation 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Exploring paydays and loans 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Climate change Drugs, festivals and parties 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Cultural appropriation 	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Tolerating intolerance 	Study Leave

	<ul style="list-style-type: none"> • Leadership skills within careers • Exploring personal branding • Extra-curricular personal statements • Problem solving • Skills and initiative – making you employable 	<ul style="list-style-type: none"> • Pensions and retirement • Renting or buying property and cars • Revisit topics as needed 	<ul style="list-style-type: none"> • Emotional wellbeing • STI clinics and advice • Toxic and positive masculinity • Healthy eating and obesity • Ageism • Controlling relationships 	<ul style="list-style-type: none"> • Online subcultures and extremism • Sex and media • Sex readiness and encounters • Social media and call out culture • Revisit topics as needed 	<ul style="list-style-type: none"> • Culture wars and the influence of the media • Revisit topics as needed 	
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