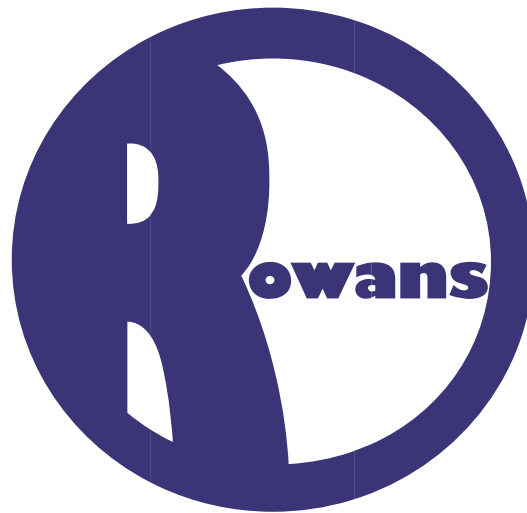




Relationships and Sex Education Policy

Policy Written/Reviewed by	Rajinder Poonian
Date of Review	April 2026
Date of Next Review	April 2027
Approval by Governors (LAB)	

KEY CONTACTS	
Principal	Fiona May
Vice Principal	Katie Martin
Assistant Principal (RSE Lead)	Rajinder Poonian
Mental Health Lead	Joanne Skinner
Welfare and Attendance Lead	Rebecca Jones

Policy Statement and Aims

The Rowans AP Academy is an inclusive and supportive community that values the emotional wellbeing and personal development of all pupils. A strong emphasis is placed on building emotional regulation and healthy relationships. Pupils are supported with health and lifestyle-related questions, and all teaching and discussion related to Relationships and Sex Education (RSE) is delivered professionally, sensitively and in an age-appropriate way. All staff work proactively to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils in understanding what help they can get and where they can access this
- Deliver information to support pupils in staying safe in all types of relationships

The Rowans AP Academy consider what reasonable adjustments need to be made to ensure all pupils are able to participate fully and access the learning, in the most appropriate way for each individual.

Statutory Requirements

As a Primary and Secondary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

As an alternative provision, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum for KS1 and KS2.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Guidance on this funding can be [located here](#).

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers, who have had the right to respond to taught content to support the development of the policy and curriculum content. The consultation and policy development process involved the following steps:

1. Review: the PSHE/RSE Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation: all school staff involved in the teaching of RSE were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation: parents/carers and any interested parties were invited to feedback about the taught content to support in development of the policy
4. Pupil consultation: we investigated what exactly pupils want from their RSE learning to support their lives and pupil voice was carried out to develop further RSE teaching and learning.
5. Ratification: once amendments were made, the policy was shared with governors and ratified.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about all types of relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. All topics within RSE are underpinned by the principle of keeping children safe and supporting them to learn how to stay safe within all types of relationships, including familial relationships, friendships and, where appropriate, intimate relationships.

Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, however this will be responsive to need and therefore adapted, as and when necessary.

We have developed the curriculum, which is shared with parents and carers, pupils and staff, and taking into account the age, developmental stage, learning styles and needs, cultural needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed.

We will share all curriculum materials with parents and carers on request. In addition, parents will be informed of content coverage after the teaching of RSE to support in conversations at home if needed.

Delivering RSE

At The Rowans AP Academy we teach RSE through a combination of lessons within the Personal, Social, Health and Economic education (PSHE) curriculum, and the use of drop down afternoons and assemblies to support with any arising concerns and issues in a timely manner. KS1, KS2 and KS3 pupils will be taught the biological elements of RSE through Science lessons.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

Primary Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will be delivered through age and developmentally appropriate lessons, which focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Secondary RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions and activities will be planned to make sure all are actively involved.

Throughout the teaching of RSE we will use appropriate material to assist learning, such as:

- Diagrams
- Video/Film
- Books
- Games
- Discussions and practical activities

Teachers will ensure that all pupils' views are valued and listened to. They will actively encourage pupils to ask questions and take part in discussions. All questions will be answered sensitively, honestly and in an age-appropriate manner, taking into account pupils' individual needs and levels of understanding.

The curriculum is designed for all, and activities are planned to meet individual needs and promote active participation. When appropriate, girls and boys may have sessions delivered separately to ensure they feel comfortable with sensitive topics. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources used for the teaching of RSE will be discussed with the Senior Leadership Team and the Safeguarding Team to ensure there is an agreement around relevance and appropriateness.

Assessment following RSE sessions will include pupil voice activities to assess understanding and address misconceptions. Pupils will be given opportunities to ask questions anonymously, which will be answered sensitively and appropriately in a whole-class setting. The biological content of RSE will be assessed through established Science assessment processes.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty

- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours and harms including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them, in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy, and share any relevant materials on request.

Teaching within these areas takes place in the context of family life and promotes inclusion by recognising and valuing a wide range of family structures. Care is taken to ensure that no child feels stigmatised based on their home circumstances, and teaching is delivered sensitively to reflect that some children may have differing support arrangements, such as being looked after, acting as young carers or living in kinship care.

Across the school, due regard will be given to legal requirements. Teaching will not condone or promote illegal activity, including violence, criminal damage or hate crime, and will instead encourage positive relationships, respectful behaviour and appropriate responses. In cases of behaviours and discussions that suggest pupils may be leaning towards or engaged in any illegal activity, normal safeguarding protocols will be undertaken.

Inclusivity

At The Rowans AP Academy we will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

Teaching will be delivered in environments that are appropriate and supportive for pupils' needs. Staff will carefully consider and apply appropriate levels of adaptation to ensure inclusive access for all pupils.

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of External Organisations and Materials

We will make sure that materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies/visitors and AOTTs to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age appropriate
 - Are in line with pupils' developmental stage
 - Comply with;
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Know the named individuals who will attend, following our usual safeguarding procedures
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers, where appropriate

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

The Governing Board

The governing board will hold the Principal to account for the implementation of this policy. The governing board has delegated the approval of this policy to Fiona May (Principal).

The Principal

The Principal, with support from the PSHE/RSE Lead, is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for

managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see Parents' right to withdraw).

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE, following the procedure outlined in 'Parents' right to withdraw'.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia, stereotypes and unconscious bias.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) and the safeguarding team.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, dignity and sensitivity.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships component of RSE. However, they do have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

At admission, parents/carers choose whether they give or withdraw permission for their child to be taught RSE and PSHE. Beyond this point, requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

A copy of any withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Principal can refuse a request to withdraw the pupil from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

This policy will be reviewed by [Rajinder Poonian (PSHE/RSE Lead and Assistant Principal) and the rest of the SLT and Safeguarding team annually. At every review, the policy will be approved by the Principal and the Governing body.

Appendix 1a: Primary Curriculum map

The Rowans Primary PSHE Curriculum Overview



INTENT

At The Rowans Primary, our PSHE and RSE curriculum supports pupils with SEND, SEMH needs and EHCPs to develop the emotional, social, and life skills needed to stay safe, healthy, and prepared for the future. The curriculum is fully aligned with statutory Relationships Education, Health Education, and updated RSHE guidance, including the 2026 expectations around emotional wellbeing, online safety, healthy relationships, safeguarding, consent, diversity, and mental health.

The curriculum is delivered through two developmental pathways:

- **Explore Pathway** – pupils working within Key Stage 1 level
- **Pioneer Pathway** – pupils working within Key Stage 2 level

Learning is matched to developmental stage rather than chronological age, ensuring accessibility and ambition for all pupils. Through weekly PSHE lessons and daily relational practice, pupils develop emotional literacy, self-regulation, resilience, communication skills, independence, and positive relationships.

PSHE and RSE learning is reinforced throughout the school day through positive relationships, restorative approaches, social interaction, sensory regulation, structured play, routines, and real-life experiences. We work closely with parents, carers, and external agencies, including CAMHS, therapists, social care, and health professionals, to ensure a consistent and holistic approach to pupil wellbeing and personal development.

IMPLEMENTATION

PSHE and RSE are taught through a structured 2 year, progressive rolling programme across the Explore and Pioneer pathways, covering the statutory themes of Health and Wellbeing, Relationships, and Living in the Wider World. Weekly lessons are supported by daily opportunities to practise skills within the classroom, playground, routines and wider school environment.

Teaching is trauma-informed, relational, and adapted to pupils' SEMH and SEND needs through visual supports, role play, discussion, sensory approaches, repetition, and practical learning experiences. Pupils are explicitly taught emotional regulation, safeguarding, healthy relationships, online safety, consent, diversity, respect, and independence.

Provision is reviewed regularly through EHCP outcomes, wellbeing tracking, safeguarding systems, pupil progress meetings, and collaboration with families and external professionals to ensure support remains consistent and responsive to need.

IMPACT

Pupils develop the confidence, resilience, and emotional understanding needed to manage feelings, build positive relationships and make safe choices in everyday situations. They become increasingly able to communicate their needs appropriately, use strategies to regulate emotions, resolve disagreements calmly and seek support from trusted adults when needed. Through consistent teaching and relational practice, pupils learn how to stay safe online and in the community understand healthy relationships and boundaries, and show empathy and respect towards others.

The curriculum has a positive impact on pupils' wellbeing, engagement, behaviour, attendance, and readiness for learning. Pupils grow in confidence and independence, enabling them to participate more successfully in lessons and wider school life. Over time, many pupils become more resilient during change and transition, develop stronger friendships, and show greater pride in themselves and their achievements. By the time pupils leave The Rowans Primary, they are better prepared for the next stage of education and life beyond school, with the emotional literacy, personal safety awareness and life skills needed to navigate the wider world safely.

EXPLORE PSHE CURRICULUM YEAR A

KS1

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TERM 1 SUPER ME!	Understanding emotions: Recognising and talking about feelings.	Feeling safe and happy: Understanding what helps us feel safe and secure.	Building friendships: Learning how to be a good friend.	Respect and sharing: Developing respect, kindness, and sharing skills.	Recognising and naming emotions: Identifying and naming different emotions.	Building emotional resilience and coping strategies: Manage emotions and challenges.
TERM 2 BELONGING AND COMMUNITY	Understanding feelings: Recognising and talking about emotions.	Being a good friend: Learning how to show kindness and friendship.	Working together: Developing teamwork and cooperation skills.	Rules and safety: Understanding rules and how to stay safe.	Problem solving: Learning simple ways to solve problems calmly.	Belonging and community: Understanding belonging and being part of a community.
TERM 3 RESPECTING MYSELF AND OTHERS	Understanding respect: Learning what respect means and why it is important.	Respecting differences: Understanding that everyone is unique and valued.	Listening and speaking respectfully: Developing respectful communication skills.	Kindness and empathy: Learning to show kindness and understand others' feelings.	Problem solving: Finding calm and respectful ways to solve problems.	Appreciating others: Recognising and valuing the strengths of others.
TERM 4 MANAGING FEELINGS AND BEHAVIOURS	Recognising Emotions in Myself and Others: Identifying emotions in ourselves and others.	Coping with anger: Learning safe ways to manage anger and frustration.	Positive and negative behaviours: Helpful and unhelpful behaviours.	Developing self-control: Building strategies to manage actions and reactions.	Making good choices: Learning how to make safe and positive choices.	Reflection: Reflecting on emotions, behaviour, and personal growth.
TERM 5 RELATIONSHIPS, RESPECT AND COMMUNITY	Friendships and Being a Good Friend: Learning how to build and maintain positive friendships.	Families, Roles and Belonging: Understanding families, roles, and belonging.	Teamwork and Community: Developing teamwork and community awareness.	Kindness, Helping Others and Volunteering: Kindness and helping others.	Beliefs, Traditions and Differences: Understanding and respecting differences and traditions.	Fairness, Equality and Resolving Disagreements: Being respectful about other's values
TERM 6 SAFE AND HEALTHY CHOICES	Making Healthy Choices: Learning how to make healthy and positive choices.	Personal Safety at Home: Understanding how to stay safe at home.	Online Safety: Learning how to stay safe online.	First Aid Basics: Developing basic first aid awareness and safety skills.	Staying Safe in the Environment: Understanding how to stay safe in different environments.	Safety and Health Reflection: Reflecting on healthy habits and staying safe.

PIONEER PSHE CURRICULUM YEAR A

KS2

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TERM 1 ME AND MY RELATIONSHIPS	Understanding emotions: Learning to recognise and understand emotions.	Feeling safe and happy: Understanding what helps us feel safe and happy.	Building friendships: Developing positive friendship skills.	Respect and sharing: Learning to share and show respect to others.	Recognising and naming emotions: Identifying and naming different feelings.	Building emotional resilience and coping strategies: Manage emotions and challenges.
TERM 2 SELF REGULATION	Understanding emotions: Recognise and understand emotions.	Feeling safe and happy: Understanding what helps us feel safe and calm.	Regulation tools: Exploring strategies and tools to manage emotions.	Problem solving: Developing calm and positive problem-solving skills.	Environmental impact: Understanding how our actions affect the environment.	The world around me: Exploring and appreciating the world and community around us.
TERM 3 TEAMWORK, TRIAL AND ERROR	What Makes a Good Team: Understanding the skills needed to work well in a team.	Teamwork: Learning about different roles and responsibilities in teamwork.	Mistakes and Trial and Error: Understanding that mistakes help us learn and improve.	Problem Solving: Developing teamwork and problem-solving skills.	Giving and Using Feedback: Learning how to give and respond to feedback positively.	Leadership, Confidence and Reflection: Building confidence, leadership, and reflecting on progress.
TERM 4 CHANGE AND COMMUNITY	What Makes a Good Team: Understanding how to work positively as part of a team.	Roles and Responsibilities: Understanding how different contributions help a group succeed.	Mistakes and Trial and Error: Developing resilience and learning from challenges.	Problem Solving: Finding calm and effective ways to overcome difficulties.	Giving and Using Feedback: Developing confidence in sharing ideas and improving learning.	Leadership, Confidence and Reflection: Recognising personal strengths and celebrating progress.
TERM 5 RELATIONSHIPS, RESPECT AND COMMUNITY	Friendships and Being a Good Friend: Learning how to be a kind and supportive friend.	Families, Roles and Belonging: Understanding families, roles, and belonging.	Teamwork and Community: Developing teamwork and community skills.	Kindness, Helping Others and Volunteering: Exploring kindness and helping others.	Respecting Beliefs and Traditions: Learning to respect differences and traditions.	Resolving Disagreements: Understanding fairness and respect.
TERM 6 PREPARING FOR THE FUTURE	Understanding Change and Transition: Exploring how people adapt to new situations and routines.	Managing Feelings About the Future: Recognising worries, hopes, and emotions linked to upcoming events.	Building Confidence for New Experiences: Encouraging resilience and a positive attitude towards challenges.	Making Safe and Thoughtful Decisions: Developing skills to think carefully before acting.	Responsibility, Independence and Change: Growing independence and maturity.	Reflecting on Growth: Celebrating achievements and setting aspirations for the future.

Appendix 1b: Secondary Curriculum map

SECONDARY PSHE CURRICULUM (2026 - 2027) LTP						
	TERM 6	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
KS3	Drugs and Alcohol	Healthy relationships	Online Safety	Sex Education and Intimate relationships	Tolerance, Diversity and Citizenship	Fiancial management
	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
KS4	Drugs and Alcohol	Healthy relationships	Online Safety	Sex Education and Intimate relationships	Tolerance, Diversity and Citizenship	Fiancial management
	TERM 6	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5
DROP DOWNS, EVENTS AND WORKSHOPS	First aid drop down X 2			Healthy lifestyle drop down	Knife crime workshop or assembly	Election day (not including Year 11)

KS3 has a 3-year rolling plan which is a spiral curriculum to build on previous years' learning. KS4 continues this spiral and has a 2-year rolling plan.

KS3 has 6 sessions a term and KS4 has 6 sessions per year to build on previous learning along with drop down days and other events, workshops and assemblies.

KS3 YEAR A

SECONDARY PSHE CURRICULUM MTP

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
TERM 6 DRUGS AND ALCOHOL	Understanding Feelings and Choices	What Are Drugs and Which Are Illegal?	Drugs, Alcohol and Mental Health	Staying Safe in Social Situations	Seeking Help and Reporting Harm	Making Safe, Informed Choices	
TERM 1 HEALTHY RELATIONSHIPS	Understanding and Expressing Emotions	Different Types of Committed Relationships	Relationships and Wellbeing	What Do Positive Relationships Look Like?	Boundaries, Consent and Managing Conflict	Ending Relationships and Staying Respectful	
TERM 2 ONLINE SAFETY	Emotions and Online Experiences	Rights, Responsibilities and Respect Online	Personal Information, Privacy and Online Spaces	Screen Time, Balance and Wellbeing	Online vs Real Life – Comparison and Relationships	Harmful Online Behaviour and Getting Support	
TERM 3 SEX EDUCATION AND INTIMATE RELATIONSHIPS	Emotions and Online Communication	Reality vs Representation Online	Growing Up: Bodies, Feelings and the Online World	Consent and Boundaries (Online and Offline)	Relationships, Sex and the Law	Staying Safe Online: Grooming, Harmful Behaviour and Seeking Help	
TERM 4 TOLERANCE, DIVERSITY AND CITIZENSHIP	Celebrations in the UK	Real information and fact checking	Local and General Elections	Democracy and School Council Elections	Contributing to the community	Career pathways	
TERM 5 FINANCIAL MANAGEMENT	Money & Me – Feelings, Attitudes and Choices	What Is Money For? Needs, Wants and Values	Budgeting Basics – Planning for Real Life	Your Data Has Value – How Companies Make Money Online	Online Scams – Spotting the Red Flags	Sextortion, Scams and Seeking Help	

KS3 YEAR B

SECONDARY PSHE CURRICULUM MTP

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
TERM 6 DRUGS AND ALCOHOL	Emotions, Choices and Money	Peer Pressure, Spending and Alcohol	Alcohol, the Body and the Budget	Mental Health, Spending and Substances	Staying Safe – Protecting Yourself and Your Money	Healthy Choices, Healthy Finances	
TERM 1 HEALTHY RELATIONSHIPS	Understanding Emotions and How to Express Them	Self-Esteem, Identity and Respect	Healthy vs Unhealthy Relationships	Marriage, Civil Partnerships and Legal Protection	Common-Law Marriage – Myth vs Reality	Forced Marriage and the Law	
TERM 2 ONLINE SAFETY	Emotions Online – Saying How We Feel	Rights, Responsibilities and Respect Online	Not Everything Online Is Safe or Real	Screen Time, Balance and Wellbeing	Comparing Lives – Online vs Real Life	Harmful Behaviour Online – What to Do	
TERM 3 SEX EDUCATION AND INTIMATE RELATIONSHIPS	Understanding and Naming Emotions	Puberty, Body Changes and the Teenage Brain	Positive Relationships and Choices About Sex	Consent, Communication and Care for Others	Sexual Harassment – Recognising and Challenging It	Sexual Violence, the Law and Online Risks (Including AI)	
TERM 4 TOLERANCE, DIVERSITY AND CITIZENSHIP	Understanding and Expressing Emotions Respectfully	What Does Tolerance Really Mean?	Diversity and Living Together in Modern Britain	Social Media and Conflict Escalation	Rights, Freedoms and Liberties in the UK	Rules, Laws and Justice in the UK	
TERM 5 FINANCIAL MANAGEMENT	What Is Money and Why Does It Matter?	Budgeting Basics – Planning and Control	Risk, Decisions and Emotions	Online Scams and Financial Fraud	Online Pressure, Sextortion and Seeking Help	Pulling It Together – Staying Financially and Emotionally Safe	

SECONDARY PSHE CURRICULUM MTP

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
TERM 6 DRUGS AND ALCOHOL	Understanding and Expressing Emotions	Drugs and the Law	Alcohol – Risks and Decision Making	Medicines – Using Them Safely	Smoking – Facts, Harms and Quitting	Vaping – Facts, Risks and Myths	
TERM 1 HEALTHY RELATIONSHIPS	Understanding and Expressing Emotions	Self-Esteem and a Positive Relationship with Yourself	Families and Relationships Over Time	Parenting, Responsibility and Early Years	Respect, Boundaries and Healthy Relationships	Unsafe Relationships and Seeking Help	
TERM 2 ONLINE SAFETY	Emotions Online – Knowing How I Feel	Rights and Responsibilities Online	Your Data, Your Digital Footprint	Online Scams and Sextortion – Staying Safe	Screen Time, Comparison and Wellbeing	Harmful Online Behaviour and Getting Help	
TERM 3 SEX EDUCATION AND INTIMATE RELATIONSHIPS	Understanding Emotions and How to Talk About Them Safely	Stereotypes, Prejudice and Respect in Relationships	Online Safety, Image Sharing and the Law	Consent, Choice and Readiness	Healthy Relationships and Enjoyment Without Pressure	Unsafe, Exploitative and Obsessive Behaviours – Getting Help	
TERM 4 TOLERANCE, DIVERSITY AND CITIZENSHIP	Understanding and Naming Our Emotions	Respectful Communication in Relationships	Managing Conflict Kindly	Tolerance and Celebrating Diversity	Citizens Working Together in the Community	Active Citizenship in Our School	
TERM 5 FINANCIAL MANAGEMENT	What Is Money and How Does It Make Us Feel?	Needs, Wants and Emotional Spending	Budgeting Basics – Planning for Control	Saving Money and Emotional Goals	Risk, Debt and Financial Worry	Making Responsible Financial Decisions	

KS4

SECONDARY PSHE CURRICULUM MTP

YEAR A

YEAR B

LESSON 1
DRUGS AND
ALCOHOL

Drugs, Alcohol and Risk

Drugs, Alcohol, Smoking & Vaping



LESSON 2
HEALTHY
RELATIONSHIPS

**Healthy Relationships – Communicating
Emotions & Ending Relationships Kindly**

**Healthy relationships - emotions, peer
influence and personal safety**



LESSON 3
ONLINE
SAFETY

**Online Safety - Online Responsibility,
Deepfakes and Image Sharing**

**Online Safety – Risks, Rights and Responsible
Choices**



LESSON 4
SEX EDUCATION
AND INTIMATE
RELATIONSHIPS

**Healthy Intimate Relationships, Consent,
Sexual Health & Wellbeing**

**Sex Education & Intimate Relationships:
Ethics, Safety, Health and Influence**



LESSON 5
TOLERANCE,
DIVERSITY AND
CITIZENSHIP

**Tolerance, Diversity and Democracy – Having
a Voice**

Tolerance, Diversity and Active Citizenship



LESSON 6
FINANCIAL
MANAGEMENT

**Financial Management & Emotions Around
Money**

**Financial Management – Gambling, Money &
Mental Wellbeing**



SECONDARY PSHE CURRICULUM MTP

ANNUAL DROP DOWNS, EVENTS AND WORKSHOPS

YEAR A

YEAR B

TERM 6
DRUGS AND
ALCOHOL

First aid - minor first aid/serious injury and
CPR

First aid refresher & first aid for excess
Drug/Alcohol consumption



TERM 1
HEALTHY
RELATIONSHIPS



TERM 2
ONLINE
SAFETY



TERM 3
SEX EDUCATION
AND INTIMATE
RELATIONSHIPS

Accessing health services

Healthy lifestyle and behaviours



TERM 4
TOLERANCE,
DIVERSITY AND
CITIZENSHIP

Knife crime workshop/assembly

gang & crime (joint enterprise)
workshop/assembly



TERM 5
FINANCIAL
MANAGEMENT

Year 7-10 Pupil Leadership team elections

Year 7-10 Pupil Leadership team elections



Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met ● How information and data is shared and used online, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to wellbeing, and their importance for bringing up children ● Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony ● That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children ● That forced marriage and marriage before the age of 18 are illegal ● How families and relationships change over time, including through birth, death, separation and new relationships. ● The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. ● How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	● About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships ● How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal ● The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others ● What tolerance requires, including the importance of tolerance of other people's beliefs ● The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict ● The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help ● Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	PUPILS SHOULD KNOW
	● The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay ● How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice ● How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others ● How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others ● How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	● 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues ● Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images ● About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online ● That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime ● How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared

TOPIC	PUPILS SHOULD KNOW
	• What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed

TOPIC	PUPILS SHOULD KNOW
	● How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions ● What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it ● That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting ● About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury ● That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death ● That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful ● How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships,	● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive ● The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex

TOPIC	PUPILS SHOULD KNOW
including sexual health	• About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE (non-statutory/non-science element)

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Form Group	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	