



King Edward VI School

Personal, Social, Health & Economic Education and Relationships & Sex Education Policy **(PSHE & RSE) Policy**

March 2022

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1. Aims

- To develop all students as individuals, each valued in his or her own right
- To give each student an equal opportunity to fulfil his or her potential, personally, socially and academically, within a rewarding and stimulating school environment
- To provide each student with a broad education, which will enable them to develop skills, attitudes and knowledge sufficient to adapt to a fast changing world. e.g. self reliance, adaptability, flexibility, decision making.
- To deliver RSE in appropriate year groups and Key Stages.
- To follow the recommendations made by the PSHE Association KS3-4.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017](#).

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

In teaching RSE, we are 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](#).

At King Edward VI School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – the Assistant Headteacher in charge of PSHE/RSE pulled together all relevant information including relevant national and local guidance
2. Student consultation – we surveyed how students prefer to have RSE taught
3. The draft Policy went to Governors for initial approval that statutory responsibilities are met
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations, any changes considered
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a Parent Forum about the policy and any changes considered
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At the centre of effective RSE is the development of self-esteem. This enables students to use skills and knowledge when deciding on the appropriate attitudes and values to make lifestyle choices.

The extended tutorial programme for KS3 students makes a major contribution to RSE reflecting the importance of social and emotional well-being and prepares students for the transitional period from childhood to adulthood. Students are prepared to enable them to make confident choices about their future lifestyle. The extended tutorial programme aims to:

- Develop and enable young people to identify sources of appropriate personal support
- Develop students' self esteem and self confidence so that they can recognise personal skills and qualities
- Develop assertiveness and a motivation to succeed.
- Develop a sense of responsibility towards themselves and others in developing and maintaining relationships.

The principle aim of RSE at this school is to provide students with accurate information about health matters to help them clarify the attitudes and values which influence choices and promote the acquisition of healthy patterns of behaviour.

Relationship/sex education/social and emotional information, advice and support in this school involves three major elements:

1 Attitudes and values

- Learning the value of love, respect and care in loving relationship, family life and marriage; recognising the diversity now implied by 'family' (for example, same sex

parenting); and emphasising the unacceptable nature of all bullying, including homophobic bullying

2 Personal and social skills

- Developing self-respect, self esteem and empathy for others
- Learning how to make informed choices

3 Knowledge and understanding

- Understanding development and change both physical and emotional
- Understanding sexuality, sexual health
- Learning about sexual issues and the range of support services
- Understanding responsibility concerning sexual activity
- Identifying and acknowledging what constitutes 'risky behaviour'.
- Knowing and understanding the laws relating to sexual activity, consent and consequences.

Pastoral Managers attached to each individual student and college offer support, advice and education in line with student personal development.

5. Curriculum

Informing and consulting parents

Parents are invited to discuss any matters of concern with the Assistant Headteacher in charge of PSHE/RSE. Information and materials are also displayed during the school's annual Open Evening.

Child Withdrawal Procedure

See Section 8 of this Policy document.

Complaints Procedure

Any complaints will be dealt with initially by the Deputy Headteacher and ultimately discussed with the Headteacher. If a problem remains unresolved it will be taken to the governing body following the school's Complaint Procedure.

6. Delivery of RSE and PSHE

The major contributor to the RSE and PSHE programme is the extended tutorial programme and PSHE conference days organised in terms of year group. There are six extended tutorial weeks every academic year. A copy of the programme can be found in Appendix 4. The approach to RSE and PSHE should be student-centred and foster an honest and disciplined exploration of the moral issues relevant to the students' experience of life. It should help them clarify values and attitudes for themselves in preparation for taking responsibility for their own lives. It should encourage concern for the well-being of self and others and provide accurate information about social, emotional and physical aspects of human sexual behaviour.

The RSE policy should be sensitive to the students' stage of development. Staff should be aware of the variety within student physical, mental and emotional development and the differences of life

experience. In response to this, the curriculum has a number of key themes which are developed through the key stages and built upon as students mature.

Our starting-point, from our Year 7 'Understanding your Body' programme onwards, is to negotiate ground-rules and to establish use of distancing techniques. Information and understanding of physical and sexual development and reproduction.

Students will be given opportunities to consider the effects of peer pressure and develop skills on maintaining friendships and relationships. The place of committed relationships and the effects of casual relationships will be discussed. The potential impact of involvement in a sexually based relationship in terms of mental health and social well-being is discussed with a focus on students being able, over time, to take responsibility for their own well-being.

Other organisations such as the Terence Higgins Trust are invited in to contribute to the teaching programme as appropriate. All visitors will be aware of the school's RSE policy. The visit will be part of a structured programme. Any material to be used or distributed by the visitor will be considered by the programme co-ordinator before delivery.

PSHE Mapping

We already cover the majority of the PSHE Association areas of study in our curriculum, so we have formally mapped the PSHE requirements across our curriculum subjects. Major contributions are made in English and Humanities subjects. The distribution of PSHE topics within timetabled subjects is available separately.

Year 7

- Puberty and 'Knowing your body' is taught through extended tutorial sessions and is taught in single gender classes.
- Social and emotional well-being is taught in mixed gender groups with a particular focus on 'Bullying', 'Rights, Respect and Responsibility'.
- Focus on Mental Health issues including 'Self-Harm', Protecting yourself online. (E-Safety)
- Barnardo's Workshops on Peer Pressure, Mental Health, Social Media Awareness and Bullying. Students are targeted by pastoral managers and receive a 75 minute session delivered by a member of the Barnardo's team.

Year 8

- Puberty and 'Knowing your body' is taught through extended tutorial sessions and is taught in single gender classes.
- Social and emotional well-being is taught in mixed gender groups with a particular focus on 'Bullying', 'Rights, Respect and Responsibility'.
- Focus on Mental Health issues including 'Self-Harm', Protecting yourself online. (E-Safety)
- Barnardo's Workshops on Peer Pressure, Mental Health, Social Media Awareness and Bullying. Students are targeted by pastoral managers and receive a 75 minute session delivered by a member of the Barnardo's team.

Year 9 – RSE –taught in a 1 day conference format

- Relationships
- Development and change
- Understanding different types of relationships
- Understanding decisions leading to marriage, understanding arguments about delaying sexual activity
- Problems and pressures in family and other types of relationships.
- Raising sexual awareness
- Physical body changes
- Contraception
- Sexually transmitted infections
- How to access information for further advice
- Sexuality including transgender issues
- Consent
- The laws relating to sexual activity
- Links made to Mental Health Issues
- Protecting yourself online (E-Safety).

Year 10 – RSE – taught in a one day conference format

- Relationships
- Body Image
- The Law relating to sexual relationships
- Consent
- The consequences of engaging in unprotected / underage sexual activity
- Same sex relationships and transgender issues
- The emotional impact of involvement in a sexual relationship
- Protecting yourself online (E-Safety).

Year 11 – RSE – taught in a one day conference format

- Relationships
- Developing relationships - romance
- Love and marriage
- Options in relationships
- Sexuality – including a focus on same-sex relationships and transgender issues
- Responsibility and consequences of actions/decisions in relationships
- Decision making regarding marriage
- The meaning and significance of marriage
- Sexual awareness
- Contraception
- Sexually transmitted infections
- How to access information for further advice
- Parenthood
- Reasons for starting a family
- What constitutes a family
- Responsibility of parenthood
- Protecting yourself online (E-Safety).

Registers taken will identify students absent on the day of delivery and a programme to consider 'catch up' will be put into place for those students (the provision will depend on numbers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

Informing and consulting parents

Parents are invited to discuss any matters of concern with the Director of Personal Development. Information and materials are also displayed during the school's annual open evening.

Complaints Procedure

Any complaints will be dealt with initially by the Deputy Headteacher and ultimately discussed with the Headteacher. If a problem or issue remains unresolved it will be taken to the governing body.

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All staff at King Edward VI School have been trained in all aspects of Safeguarding.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A meeting will take place with the Headteacher and PSHE Co-ordinator to discuss the issue around withdrawal from RSE and the limitations eg parents cannot withdraw their child from the relationships and health education element of RSE.

A copy of withdrawal requests will be placed in the student's educational record and updated annually. The Headteacher will discuss the request with parents and take appropriate action:

- Alternative work will be available to students who are withdrawn from RSE.

- Special arrangements are in place for all SEN students unable to participate in the classroom and delivered by their individual TA.
- Review of the withdrawal agreement annually within a meeting.

Parents cannot withdraw their child from relationships or health education part of RSE.

9. Training

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

10. Safeguarding

All staff are trained in the school's safeguarding procedures and policy which are updated annually in line with Keeping Children Safe in Education and as such, cannot offer or guarantee students unconditional confidentiality. Any tutors/subject teachers who are concerned about the well being of a student will refer the matter to the Head of College who will then discuss the matter with the Designated Safeguarding Leader or Safeguarding Officer. They will then follow the child protection guidelines outlined in our Safeguarding Policy following Suffolk County Council guidelines.

Senior staff act as a link with outside agencies dealing with issues of a sexual nature. We offer regular sessions focused on a variety of social and emotional issues including RSE.

Other organisations such as the Terence Higgins Trust are invited in to contribute to the teaching programme as appropriate. All visitors will be aware of the school's relationship /sex education policy. The visit will be part of a structured programme. Any material to be used or distributed by the visitor will be considered by the programme co-ordinator. A list of examples of external visitors is at the end of this policy document.

11. Monitoring arrangements

The delivery of RSE is monitored by Beverley Tucker, Deputy Headteacher through:

- Student development in RSE, also monitored by class teachers as part of our internal assessment systems.
- Reviewing the effectiveness of teaching
- Regular meetings with the PSHE Co-ordinator (Assistant Headteacher)
- Ensuring that new policies are being identified and put in place
- Quality checking the curriculum and delivery
- Annually updating the mapping of PSHE across curriculum subjects.

This policy will be reviewed by the PSHE Co-ordinator/Assistant Headteacher and Deputy Headteacher at every review. The policy will be approved by the Full Governing Body.

12. External Contributors

The delivery of RSE is supported where appropriate by a variety of different organisations and visitors via assemblies, workshops and videolinks in order to provide students with different experiences.

RSE and PSHE offer many opportunities for enhancing provision through the involvement of external contributors. It is important that whenever the school chooses to work with external contributors, activities are carefully planned. Working with external contributors is not a substitute or alternative to planned teaching programmes delivered by the school's teaching staff, but activities can add value to existing programmes or may be used to initiate new areas of learning. We have existing programmes where the work with external contributors is already well established, such as those for drug, alcohol and tobacco education. It is important that where the school is approached by external contributors who offer activities, careful vetting and preparation is completed. Teachers, of course, remain responsible for student behaviour, health and safety and safeguarding throughout and should always be present during activities.

The benefits for students of using external contributors, is that they:

- bring a new perspective to a subject or topic
- offer specialist knowledge, experience and resources
- make sensitive or controversial topics easier to address
- form a friendly and potentially active link with the community and local services
- add variety to the curriculum
- give support to teachers through a team-teaching approach.

They may also:

- support curriculum or policy development and/or planning
- provide specialist training for teachers
- support curriculum monitoring and evaluation activities.

External contributors can also bring longer-term benefits to individuals, the school and the community by:

- providing students with supportive relationships with adults
- establishing sustained and positive relationships between the generations and different social groups within a community
- strengthening links and relationships within and between the communities in and around the school.

Examples of external providers approved by the PSHE Association:

[FGM Schools Resource Pack- by FORWARD](#)

[DO...SRE for schools](#)

[BBFC KS3 lessons: 'Making Choices: Sex, Relationships and BBFC Age ratings'](#)

[Resources by EACH \(Educational Action Challenging Homophobia\)](#)

[NSPCC 'Making sense of relationships' lesson plans and guidance](#)

Terence Higgins Trust

Stonewall

CEOPS

Always

Additional providers used for assemblies, online sessions and workshops 2020-2022:

Turning Point

SOS – St Giles Trust

Suffolk Young Carers

Suffolk Police

Appendix 1: By the end of KS3

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is 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) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of KS4

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

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

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

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL		
Agreed actions from discussion with parents following meeting		
Headteacher Signature		Annual Review date:

Appendix 4: Extended Tutorial Programme



AIMS:

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks.
- In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

OUTCOMES:

- The Jigsaw PSHE and RSE holds children at its heart and aims to equip them for happy, healthy lives and to be effective learners.
- These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

KEVIS EXTENDED TUTORIAL PROGRAMME 2021-2022

Year/age	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on: career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, when to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

