



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Fieldstone School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

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

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

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy
- Spiritual, Moral, Social, and Cultural (SMSC) Policy
- Equal Opportunities Policy
- Online Safety Policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Fieldstone School's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Fieldstone School and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.

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

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

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

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

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

3.0 Principles and aims of effective RSHE

RSHE provision at Fieldstone School

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

- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

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

5.0 Delivery of RSHE

For students learning onsite, RSHE is delivered through a planned programme of learning within our weekly timetabled PSHE lessons, typically consisting of three discrete sessions of approximately 30 minutes per week for each class. These sessions are delivered by trained staff who know the pupils well, in most cases the class teacher, ensuring a safe, consistent and supportive learning environment. On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When external visitors are used Fieldstone School will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

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

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

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Head to account for its implementation.

The Assistant Headteacher (Isobel Harben – Quality of Education)

is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The PSHE lead has responsibility for:

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

Staff are responsible for:

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

6.0 Equality, diversity and inclusion

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

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

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

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

7.0 Curriculum and monitoring

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

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

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

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

For pupils' supported on Outreach, knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

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

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

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

8.0 Responding to pupils' questions

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

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

9.0 RSHE and safeguarding

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

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

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

10.0 Involving parents and carers

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

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual consultation. A

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

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Isobel Harben (Assistant Headteacher), making clear which sessions they do not wish their child to participate in. The Assistant Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Fieldstone School will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

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

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

11.0 Policy review

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

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

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

Appendix one

Curriculum coverage PSHE, RSE and health education

Introduction

KS1

KS2

Welcome to the PSHE Association's Curriculum Model for key stages 1 and 2. It is designed to accompany the 2026 edition of the [Programme of Study for PSHE education](#), which covers all of Relationships, Sex and Health education (RSHE), including statutory content for Relationships and Health Education and recommended content for Sex Education, as well as essential learning on Economic Wellbeing and Careers Education.

The Programme of Study sets out learning opportunities for each key stage. Our Curriculum Model supports you to turn this into a tailored PSHE education curriculum for your school, by providing:

- a long-term plan for the academic year across all year groups and half terms
- medium-term plans for each year group with unit outlines
- links to lesson plans (PSHE Association resources and resources carrying the Association's Quality Mark) that could be used to deliver each half-term unit
- additional or alternative resources that could be used to enhance each half-term unit

See [Appendix 1](#) for Programme of Study learning opportunities mapped against the Curriculum Model. New PSHE Association and quality assured lesson plans will be added to the Curriculum Model as they are published.

Using and adapting the Curriculum Model

The Curriculum Model is colour coded to make clear which content covers the Department for Education (DfE) [statutory guidance on Relationships, \(Sex\) and Health education](#), and which units cover other essential – but currently non-statutory – content such as Economic Wellbeing and Career-Related Learning.

Across the year groups, this Curriculum Model covers all of the Programme of Study learning opportunities for each key stage. It suggests how your school might deliver statutory and other content in PSHE education in an age and stage appropriate way, following a spiral approach that revisits and embeds learning. You will want to tailor your PSHE education curriculum for your pupils, so we encourage you to use and adapt the Curriculum Model in a way that best suits your school.

Before developing your PSHE education provision, consider your pupils' needs, the aims and ethos of your school, the local community and local environment in which your school

is situated. This will help you to clarify your curriculum intent, and tailor the Curriculum Model to your pupils' needs and your school's circumstances. Consider drawing on:

- **local data** such as the Department of Health and Social Care's child and maternal health (CHIMAT) profiles and your local authority's Joint Strategic Needs Assessment (JSNA)
- **pupil voice activities** and your own knowledge and understanding of your pupils' needs

Suggested and additional lesson plans

The Curriculum Model provides suggested lessons for each unit of work, and links to lesson packs on the PSHE Association website. Where no organisation has been named, these are member-only lessons written by the PSHE Association, for example "Foundations for Wellbeing" and "Friendship and bullying" in Autumn term of year 1. We also list materials that have been produced by, or developed in partnership with, a range of other organisations. This allows us to bring their specific areas of expertise to your classroom, and you can be assured that every lesson we link to has achieved our Quality Mark¹. In such cases, the relevant organisation's name will be listed next to lessons – for example "NSPCC" and "The Careers and Enterprise Company" in year 2.

You can choose to use the lessons listed in the Curriculum Model as they are, or plan and adapt your own lessons using these as a starting point. For each unit, we have suggested a series of lessons for each half term, assuming that most schools are teaching an hour a week of PSHE education. Further adaptations will be needed if you have more or less time. We have also suggested alternative or additional lessons from the PSHE Association, or other organisations' materials that have achieved the Quality Mark. We encourage you to explore these and choose the lessons that best meet your pupils' needs.

Parents' right to request withdrawal

The parental right to withdraw applies to Sex Education only. Though the Department for Education continues to recommend that primary schools teach Sex Education in year 5 and/or year 6, Sex Education is not compulsory in the primary phase. Consult the DfE's statutory RSHE guidance for further information about Sex Education and parents' right to withdraw. In line with the DfE's recommendations, this Curriculum Model places Sex Education in year 6, Spring 1. As with all topics, you may decide to move this to a different half term, within upper key stage 2, if that better suits your pupils' needs.

¹ Not all Quality Assured resources are free to access. A "£" symbol is used to indicate those for which there is a charge.

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of [EYFS materials](#).

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

 School Plus course available - see [Appendix 2](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing 	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing 	Keeping safe online	Me, my body and staying safe	Money and work 	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing 	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing 	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy 	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing 	Positively engaging with our world	Respecting boundaries 	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing 	Managing money and online spending 	Changes in puberty (and sex education) 	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying. Suggested lessons: <u>Ground rules, rule!</u> – KS1 L1: Ground rules, rule! <u>Learning and playing together</u> – KS1 L1: Learning and playing together <u>Friendship and bullying</u> – KS1 L1: Let's be friends L2: Let's make up L3: Let's be kind <u>Consent</u> – KS1 L1: Asking for permission	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them. Suggested lessons: <u>Foundations for Wellbeing</u> – Y1 L1: Noticing feelings L2: Distraction L3: Paying attention to pleasant feelings L4: Helpful and unhelpful thoughts L5: Reacting	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. Suggested lessons: <u>Personal Identity</u> – KS1 L1: All different, all special <u>Belonging and community</u> – KS1 L1: Sameness and difference <u>Families</u> – KS1 L1: What makes a family? L2: Different families Alternative / additional lessons: Curiosity Library (E): Fender finds his bark 🐶	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. Suggested lessons: <u>Keeping safe at home</u> – KS1 L1: Keeping safe at home <u>Drug education</u> – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. Suggested lessons: <u>Keeping safe: Sun safety</u> – KS1 L1: Keeping safe in the sun <u>The sleep factor</u> – KS1 L1: Ready for sleep <u>Food for thought</u> – KS1 L1: Keeping healthy with food and drink <u>Dental health</u> – KS1 L1: Looking after our teeth <u>The importance of handwashing</u> – KS1 L1: The importance of handwashing COMING SOON Physical activity Alternative / additional lessons: Curiosity Library (E): I really hate spaghetti; There's no need to worry about dentists at all 🍝	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness. Suggested lessons: <u>OHID: Every mind matters</u> – KS1 L1: Emotions L2: Kindness L3: Self-care <u>Croydon Council: Wellbeing way</u> – KS1 L1: 5 a day Alternative / additional lessons: Foundations for Wellbeing: Revisit the extension and embedding activities in year 1 lessons. 📖

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). Suggested lessons: <u>Foundations for Wellbeing</u> – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses <u>Change, loss and grief</u> – KS1 L1: What happens when things change?	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). Suggested lessons: <u>CEOP: Jessie and Friends</u> – KS1 L1: Watching videos L2: Sharing pictures L3: Playing games <u>BBFC: Watch out!</u> – KS1 L1: Helping to make good viewing choices L2: Keeping viewing choices safe	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. Suggested lessons: <u>Medway: Changing and growing up</u> – KS1 L1: My special people L2: Growing up – the human life cycle L3: Everybody's body <u>NSPCC: Talk PANTS</u> – ages 5-7 L1: PANTS power L2: More PANTS power	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants. Suggested lessons: <u>The Careers and Enterprise Company: Careers explorers</u> – KS1 L1: Strengths and interests L2: Different jobs <u>Money and wellbeing</u> – KS1 L1: What is money? L2: Money choices	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to. Suggested lessons: <u>Road and rail safety</u> – KS1 L1: Crossing the road L2: Keeping safe around railways COMING SOON Emergencies COMING SOON Water safety – KS1 <u>Environment agency: Caring for the environment</u> L1: Everyone is responsible	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. Suggested lessons: <u>Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons.</u> <u>Embracing change and new challenges</u> – KS1 L1: Moving to a new class Alternative / additional lessons: Curiosity Library (E): Fang and the changing seasons 🐾

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, my friends and belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included. Suggested lessons: <u>University of Greenwich: Our Class</u> – KS2 L1: Ground rules and meeting 'Our Class' L2: Friendships change L3: When should you keep a secret and what makes a good friendship L4: Making new friendships L5: Recognising healthy and unhealthy friendships Alternative / additional lessons: Ground rules, rule! 📄 OHID: Every Mind Matters - Kindness 📄	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. Suggested lessons: <u>Foundations for Wellbeing</u> – Y3 L1: Exploring emotions L2: Understanding distraction L3: Managing thoughts and emotions L4: Managing worries L5: Managing responses Alternative / additional lessons: Curiosity Library (E): Squashing the worry monster 📄	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. Suggested lessons: <u>Food for thought</u> – KS2 L1: Healthier eating and drinking habits L2: Healthier eating – choices and influences L3: Ready, set, cook! <u>Dental health</u> – KS2 L1: Exploring dental health COMING SOON Physical activity	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. Suggested lessons: <u>NSCS: CyberSprinters</u> – KS2 L1: Creating and managing passwords L2: Protecting your devices <u>BBFC: Let's watch a film</u> – KS2 L1: What can we watch? L2: Can we choose what to watch? COMING SOON Paying to play	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. Suggested lessons: <u>Keeping safe: Sun safety</u> – KS2 L1: Managing risk in the sun <u>Road and rail safety</u> – KS2 L4: Risks and keeping safe <u>Environment agency: Water safety</u> – KS2 L1: Canals and rivers L2: Flood alert!	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services. Suggested lessons: <u>St John Ambulance: First aid</u> – KS2* L1: Allergies L4: Bites and stings L7: Calling for help <i>*You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.</i> <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons. Alternative / additional lessons: <u>Food for thought:</u> Revisit the extension and embedding activities. 📄

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Suggested lessons: <u>Foundations for Wellbeing</u> – Y4 L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm <u>Change, loss and grief</u> – Y3-4 L2: How do people manage change and loss? Alternative / additional lessons: Croydon Council: Wellbeing Way 	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. Suggested lessons: <u>Firework safety</u> – KS2 L1: Firework safety <u>Keeping safe at home</u> – KS2 L1: Keeping safe at home <u>Road and rail safety</u> – KS2 L3: Independently crossing the road <u>Exploring risk in relation to gambling</u> – KS2 L1: Exploring risk <u>Drug education</u> – Y3-4 L1: Medicines and household products L2: Smoking, vaping and alcohol	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect. Suggested lessons: <u>Personal identity</u> – KS2 L1: Personal identity <u>Friendship and bullying</u> – Y3-4 L1: Valuing friendships L2: Friendship challenges L3: What is bullying <u>Belonging and community</u> – Y3-4 L2: Belonging to a community Alternative / additional lessons: University of Sussex: The Rez  Curiosity Library (E): The anti-bullying club 	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. Suggested lessons: <u>Money and wellbeing</u> – Y4 L1: How money is used L2: Making decisions about money <u>Guardian Foundation: NewsWise</u> – ages 7-9 L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. Suggested lessons: <u>Medway: Changing and growing up</u> – Y4-5 L1: Time to change L2: Menstruation and wet dreams L3: Personal hygiene COMING SOON L4: Privacy L5: Managing emotional changes <u>NSPCC: Talk PANTS</u> – ages 7-9 L1: Building confidence Alternative / additional lessons: Foundations for Wellbeing: Revisit the extension and embedding activities in year 4 lessons. 	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. Suggested lessons: <u>Families</u> – KS2 L1: Family relationships L2: Diverse families L3: Family changes <u>Committed relationships and family life</u> – KS2 L1: Marriage and partnership Alternative / additional lessons: Rosie's story: What happens if families change? 

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Suggested lessons: <u>Friendship and bullying – Y5-6</u> L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact <u>Belonging and community – Y5-6</u> L3: Challenging stereotypes L4: Addressing extremism Alternative / additional lessons: Changing Faces: A World of Difference  COMING SOON Assistance Dogs UK	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. Suggested lessons: <u>Foundations for Wellbeing – Y5</u> L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity Alternative / additional lessons: OHID: Every mind matters – KS2  Croydon Council: Wellbeing Way 	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Suggested lessons: <u>Guardian Foundation: NewsWise – ages 9-11</u> L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted <u>UCL: Climate change – empathy and agency – KS2</u> L1: Connecting with nature L2: Everyday actions L3: Doing it together	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. Suggested lessons: <u>Consent – KS2</u> L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch <u>NSPCC: Talk PANTS – ages 9-11</u> L6: How can the PANTS rule help us? <u>FGM – Y5-6*</u> L1: Keeping safe – FGM <i>*See the Programme of Study for further guidance on teaching about FGM at the primary phase.</i> Alternative / additional lessons: GHLL: Understanding consent 	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Suggested lessons: <u>CEOP: Play, like, share</u> L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! <u>CEOP: Connect – Y5-6</u> L1: Respectful relationships L2: Socialising online <u>City of London Police: Cyber Detectives – Y5-6</u> L1: What is online fraud? L2: Where can online fraud occur? Alternative / additional lessons: NCA: Making the right #CyberChoices  NSCS: CyberSprinters – lesson 3 	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Suggested lessons: <u>Melanoma Fund: Sunguarding Schools</u> L1: Sunguarding Schools <u>Sure: Breaking Limits – KS2</u> L1: Confident mover L2: Team player L3: Goal setter <u>St John Ambulance: First aid – KS2*</u> L2: Asthma L9: Head injuries <i>*You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.</i>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. Suggested lessons: <u>Foundations for Wellbeing – Y6</u> L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress <u>Change, loss and grief – Y5-6</u> L3: How do people manage loss and support each other?	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. Suggested lessons: <u>Money and wellbeing – Y6</u> L1: Money and emotional wellbeing L2: Being a critical consumer <u>Exploring risk in relation to gambling – KS2</u> L2: Chancing it! <u>Online financial harms – KS2</u> L1: Spending influences L2: Wellbeing and support	Changes in puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. Suggested lessons: <u>Medway: Changing and growing up – Y6</u> L1: Puberty recap L2: Managing change and independence L3: Positive, healthy relationships L4: How a baby is made* *The parental right to withdraw applies to sex education. <u>The sleep factor – KS2</u> L1: Getting a good night's sleep	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. Suggested lessons: <u>Drug education – Y5-6</u> L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media	Developing our understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. Suggested lessons: <u>Understanding AI: Rights, safety and wellbeing – KS2</u> L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? <u>Home office: Digital deception - Understanding deepfakes – Y5-6</u> L1: The impact of generative AI L2: The ethics of AI images <u>Pick your pics – Y5-6</u> L1: Pick your pics	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. Suggested lessons: <u>The Careers and Enterprise Company: Careers explorers – KS2</u> L1: Job skills L2: Choosing a career L3: Career routes <u>Embracing change and new challenges – Y6</u> L1: Moving to secondary school Alternative / additional lessons: NSPCC: Talk relationships – Transition to secondary school @

Secondary PSHE education | Long-term overview

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

 School Plus course available – see [Appendix 2](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition 	Friendship and bullying	Families and changing relationships 	Puberty and keeping safe 	Influences on relationships	Financial decisions 
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world 	Healthy and unhealthy relationships 	Managing money 
Year 9	Mental health and wellbeing 	Careers and future choices	Drug education 	Managing risk in relation to the law	Intimate sexual relationships 	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world 	Friendship, diversity and challenging extremism	Managing influence 	Exploring consent and recognising abuse 	Study, work and careers
Year 11	Life-long wellbeing 	Drugs and personal safety 	Safe relationships and sexual health 	Families, fertility and pregnancy	Managing and maintaining health	

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emotional wellbeing: managing change and transition This unit helps students transition to secondary school, set learning goals and develop social and emotional skills. Suggested lessons: <u>Developing learning skills: Helping students thrive in a new key stage</u> – KS3 L1: Thriving in secondary school L2: Goal setting <u>Wellbeing for Life</u> – Y7 L1: Managing emotions L2: Managing reactions L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing tension and stress Alternative / additional lessons: BReal: Building stress resilience in early adolescents' lives 	Friendship and bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. Suggested lessons: <u>Friendship and bullying</u> – KS3 L1: Friendship and empathy L2: Bullying and bystanders L3: Friendship challenges L4: Similarities, differences and peer influence <u>Home Office: Preventing Involvement in Serious and Organised Crime</u> – Y7 L1: Coercive friendships Alternative / additional lessons: NCA-CEOP Education: Connect  CRESST: Curious about conflict? (£) 	Families and changing relationships This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation. Suggested lessons: <u>Committed relationships and family life</u> – KS3 L1: Understanding changing relationships L2: Roles in the family <u>Change, loss and grief</u> – KS3 L1: Managing change, loss and grief <u>Family Justice Young People's Board</u> L1: Family Courts	Puberty and keeping safe This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse. Suggested lessons: <u>Puberty</u> L1: Puberty and emotional changes L2: Menstrual wellbeing <u>Highgate School and NHS Barts: Testicular health</u> L1: Testicular health <u>Canesten: The Truth Undressed</u> – KS3 L1: Taking care of the vulva <u>Home Office: Something's Not Right</u> – KS3 L1: Making disclosures <u>FGM</u> – KS3 L1: Keeping safe	Influences on relationships This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences. Suggested lessons: <u>Healthy relationships and sexual health</u> – Y7-8 L1: Healthy and unhealthy relationships L2: Managing conflict <u>Consent</u> – KS3 L1: Introduction to consent <u>BBFC: Making Choices</u> L1: Deciding what to watch L2: Relationships on-screen L3: Managing challenging content Alternative / additional lessons: OHID: Every mind matters - Social media  NSPCC: Talk Relationships 	Financial decisions This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending. Suggested lessons: <u>Financial Literacy and Inclusion Campaign (FLIC)</u> – ages 11-12 L1: Making spending decisions L2: Budgeting L3: Getting a job L4: The impact of inflation L5: The critical consumer L6: Decision making: Budgeting for a summer holiday Alternative / additional lessons: Bank of England: EconoME 

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing. Suggested lessons: <u>Food for thought</u> – KS3 L1: Making healthier choices <u>Dental health</u> – KS3 L1: Maintaining dental health COMING SOON <u>Physical activity</u> – KS3 L1: Being active! <u>The sleep factor</u> – KS3 L1: Healthier sleep habits <u>Climate change: empathy and agency</u> – KS3 L1: Climate change and wellbeing L2: Navigating different views <u>HPV educate*</u> L1: HPV and the HPV vaccine Alternative / additional lessons: BRIGHT dental health lesson pack  Sure: Breaking Limits 	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs. Suggested lessons: <u>Firework safety</u> – KS3 L1: Firework safety <u>MLB: Drive insured</u> – KS3 L1: Staying safe on the roads <u>Canal and River Trust: Water safety</u> L1: Have you got their back? <u>British Heart Foundation**</u> L1: Classroom RevivR <u>Drug education</u> – Y7-8 L1: Understanding drugs L2: Tobacco and nicotine L3: Alcohol and risk Alternative / additional lessons: LifeLab: What's the problem with vaping?  St John Ambulance: Basic life support  St John Ambulance: Bleeding 	Belonging and community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion. Suggested lessons: <u>Belonging and community</u> – KS3 L1: Identity and community L2: Bias and stereotypes L3: Discrimination and the protected characteristics L4: Values and constrictive disagreement L5: Diverse and supportive communities Alternative / additional lessons: Changing Faces: A World of Difference  CRESST: Curious about conflict? 	The online world This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users. Suggested lessons: <u>Online financial harms</u> – KS3 L1: Click and pay: phones and financial risk L2: Gaming, social media and algorithms: The pressure to spend online L3: Money matters: Seeking help and support <u>Revealing Reality: Under the influence</u> – KS3 L1: The business of influence L2: Feeding the algorithm Alternative / additional lessons: CIFAS: Anti-Fraud Education 	Healthy and unhealthy relationships This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support. Suggested lessons: <u>NSPCC: Talk Relationships</u> – ages 12-14 L1: Healthy relationships L2: Sexualised media L3: Safer online relationships L4: Sexual harassment and harmful sexual behaviour L5: Sharing of nudes L6: Consent L7: Preventing gender-based violence Alternative / additional lessons: NCA-CEOP Education: Send me a pic  NCA-CEOP Education: Respecting me, you, us 	Managing money This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing. Suggested lessons: <u>Financial Literacy and Inclusion Campaign (FLIC)</u> – ages 12-13 L1: How to open a bank account L2: Reading a bank statement L3: How to save money L4: How to use a bank card L5: How to manage debt L6: Decision making: a guide to banking Alternative / additional lessons: CIFAS: Anti-Fraud Education  Bank of England: EconoME 

*Teach this lesson at the most appropriate point for your school.

**You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations. Suggested lessons: <u>Wellbeing for Life – Y8–9</u> L1: Managing strong emotions L2: Managing distractions L3: Managing disappointments and setbacks L4: Unhealthy coping strategies L5: Healthy coping strategies <u>Body modifications – KS3</u> L1: Influences and self-expression Alternative / additional lessons: BReal: Building stress resilience in early adolescents' lives 	Careers and future choices This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future. Suggested lessons: <u>Navigating work, study and careers – KS3</u> L1: Exploring career interests L2: Work patterns and workplaces L3: Managing pressure and seeking support L4: Preparing for KS4 options <u>Careers education: Opportunities, strengths and managing online presence</u> L1: Showcasing personal strengths L2: Managing online reputation Alternative / additional lessons: Financial Literacy and Inclusion Campaign (FLIC) 	Drug education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances. Suggested lessons: <u>Drug education – Y9</u> L1: Vaping L2: Exploring attitudes L3: The law and managing risk L4: Alcohol and cannabis L5: Managing influence Alternative / additional lessons: LifeLab: What's the problem with vaping? 	Managing risk in relation to the law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law. Suggested lessons: <u>Home Office: Preventing Involvement in Serious and Organised Crime – Y9</u> L2: Serious and organised crime <u>National Crime Agency: Exploring Cybercrime</u> L1: Causes of cybercrime L2: Effects of cybercrime <u>ACT for Youth – KS3</u> L1: Run, hide, tell Alternative / additional lessons: Cyber first Navigators  Gangs: Managing risks and staying safe*  <i>*If not planning to teach in year 11</i>	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception. Suggested lessons: <u>Consent – KS3</u> L2: Avoiding assumptions L3: Freedom and capacity to consent <u>Healthy relationships and sexual health – Y9</u> L1: Relationship values L2: Contraception L3: Sexual health L4: Managing the ending of relationships Alternative / additional lessons: British Fertility Society: A Guide to Fertility  Canesten: The truth, undressed  NCA-CEOP Education: Respecting me, you, us 	Navigating online harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives. Suggested lessons: <u>Not just flirting – KS3</u> L1: Feelings about sharing nudes <u>Digital deception: Understanding deepfakes and manipulated images – KS3</u> L1: Motivations and consequences L2: Tackling deepfakes <u>Challenging the narrative: thinking critically about misogyny – KS3</u> L1: Exploring harms and misconceptions L2: Responding to misogyny Alternative / additional lessons: NCA-CEOP Education: Online blackmail 

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4. Suggested lessons: Developing learning skills: <u>Helping students thrive in a new key stage</u> – KS4 L1: Study skills for KS4 <u>Food for thought</u> – KS4 L1: Making informed choices COMING SOON <u>Physical activity</u> – KS4 L1: Making decisions about being active <u>The sleep factor</u> – KS4 L1: The importance of sleep COMING SOON <u>Wellbeing of Women</u> L1: Menstruation matters <u>Orchid: Testicular cancer</u> L1: What is testicular cancer? <u>Prevent Breast Cancer: Breast Cancer Awareness and Prevention</u> – KS4 L1: Breast awareness L2: Signs, symptoms and self-examination Alternative / additional lessons: Canesten: The truth, undressed	Navigating the online world This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images. Suggested lessons: <u>Understanding AI: Rights, safety and wellbeing</u> – KS3–4 L1: How does AI affect our daily lives? L2: What are the limitations of generative AI? L3: How does generative AI affect our understanding of the world? L4: How do chatbots affect relationships? <u>Digital deception: Understanding deepfakes</u> – KS4 L1: What's the harm? L2: What can be done? <u>Not just flirting</u> – KS4 L1: Social attitudes to sending nudes	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism. Suggested lessons: <u>Friendship and bullying</u> – KS4 L1: Recognising and challenging bullying behaviour L2: Recognising and challenging unhealthy attitudes to bullying <u>Belonging and community</u> – KS4 L1: Valuing diversity L2: Understanding and preventing extremism L3: How are people drawn into extremist groups?	Managing influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour. Suggested lessons: <u>Revealing Reality: Under the influence</u> – KS4 L1: All about the money? L2: Can it be trusted? <u>Challenging the narrative: thinking critically about misogyny</u> – KS4 L1: The impact and spread of misogynistic narratives L2: Safely challenging misogynistic beliefs and attitudes <u>Online financial harms</u> – KS4 L1: Making money online: Rights, risks and cryptocurrencies L2: Wanna bet? Controlled and uncontrolled online spending L3: Financial exploitation online: Factors, strategies and support Alternative / additional lessons: BBFC: Emotional wellbeing and the media COMING SOON Ipsos: Gambling	Exploring consent and recognising abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse. Suggested lessons: <u>Consent</u> – KS4 L1: The role of intimacy and pleasure L2: The impact of pornography L3: Pressure, persuasion and coercion COMING SOON <u>'Honour'-based abuse, including FGM</u> L1: 'Honour'-based abuse <u>Something's Not Right</u> – KS4 L1: Relationship rights and reporting abuse Alternative / additional lessons: BBFC: Pornography & Regulation Freedom Charity: Forced marriage and FGM University of Exeter & University of Cambridge: The Rights Idea	Study, work and careers This unit explores career choices and pathways, work experience, and applications for study or work. Suggested lessons: <u>Navigating work, study and careers</u> – KS4 L1: Identifying career preferences L2: Navigating the careers landscape L3: Mapping a career path L4: Making a good impression L5: Preparing for work experience L6: Reflecting on work experience Alternative / additional lessons: CIFAS: Anti-Fraud Education Financial Literacy and Inclusion Campaign (FLIC)

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams. Suggested lessons: <u>Wellbeing for Life – KS4</u> L1: Mental health and wellbeing throughout life L2: Managing distractions L3: Changing thinking habits L4: Seeking help and support L5: Managing stress and tension <u>Change, loss and grief – KS4</u> L1: Managing change, loss and grief COMING SOON Liverpool John Moores University: Exam stress – KS4	Drugs and personal safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support. Suggested lessons: <u>Drug education – KS4</u> L1: Assessing risk L2: Managing influence L3: Help seeking <u>Gangs: Managing risks and staying safe</u> L1: How it might start L2: Risks and consequences L3: Getting out <u>Thames Valley Police: Tackling Violence Against Women and Girls</u> L1: Looking out for each other Alternative / additional lessons: LifeLab: What's the problem with vaping?  MIB: Staying safe on the roads – Being a responsible driver 	Safe relationships and sexual health This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health. Suggested lessons: <u>NCA-CEOP Education: Exploited</u> L1: Healthy and unhealthy relationships L2: Power and control L3: Setting boundaries and getting help <u>Healthy relationships and sexual health – KS4</u> L1: Relationship behaviours L2: Choices related to sex and contraception L3: Sexual health Alternative / additional lessons: NSPCC: Talk Relationships  You Before Two: Contraception Choices 	Families, fertility and pregnancy This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy. Suggested lessons: <u>Committed relationships and family life – KS4</u> L1: Long-term commitments L2: The legal status of marriage L3: Parenting <u>Fertility and pregnancy choices</u> L1: Fertility and routes to parenthood L2: Pregnancy outcomes L3: Pregnancy choices Alternative / additional lessons: University of Essex: Communication matters  British Fertility Society: A Guide to Fertility  University of Exeter: Modern Families 	Managing and maintaining health This unit helps students explore behaviours that support their own and others' physical health, through prevention of illness, treatment options and emergency responses. Suggested lessons: <u>Body modifications – KS4-5</u> L1: Tattoos and piercings L2: Sunbeds and cosmetic procedures COMING SOON <u>e-Bug: Vaccinations, antibiotic use and antimicrobial resistance</u> <u>NHSBT: Exploring blood, organ and stem cell donation</u> L1: Exploring donation L2: Donation and choices <u>St John Ambulance: Basic life support – KS4*</u> L1: Basic life support *You may also choose to bring in appropriately qualified outside facilitators to support teaching of first aid content.	

Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. %
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns 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.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have for example, undergone a non-legally binding religious ceremony.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed including when pupils are concerned about violence, harm or when they unsure who to trust.

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. 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.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. 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.¹

7. 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.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. That pornography and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.



Outcomes
First Group