Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Relationships and Sex Education Policy

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Date Approved by Governors:

Date of next review: September 2027

RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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1. Purpose

We believe that Relationship and Sex Education (RSE) should contribute to promoting the social, moral, spiritual, cultural, mental and physical development of pupils at school and of society, preparing pupils for the opportunities, responsibilities and experiences of adult life. We also believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality in which pupils and adults feel able to talk openly and honestly.

RSE is comprised of learning about positive and negative relationships, different models of families and individual sexuality; this is in addition to the relationships education where we teach about sex and sexual health.

Effective RSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding, lasting and responsible relationships and to be informed and comfortable with the changes during puberty, be sexually healthy and emotionally safe. Its purpose is to give young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood.

RSE is designed to help pupils discuss and deal with difficult social and moral situations that they may encounter in the present or in later life. It will help them to make considered choices and to be better able to resist social pressures in relationships. It will enable them to recognise how their own behaviour could inappropriately create pressures on others and to educate them to avoid doing so.

2. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

3. What is effective Relationships and Sex Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing pupils at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an

overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. With the increasing dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources, it is the aim of RSE at Reddish Vale to support children to make the right decisions and keep themselves safe and happy.

Attitudes and values

Pupils are helped to examine the value of family life, marriage and stable and loving relationships. They are also encouraged to explore and consider moral dilemmas. RSE can also help pupils to develop a good self- image and high self-esteem, responsibility and the ability to make informed decisions.

Personal and social skills

RSE encourages pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

Knowledge and understanding

RSE focuses on understanding physical development at appropriate stages. The pupils will explore: human sexuality, reproduction, sexual health, emotions and relationships. Pupils will also be provided with information on contraception and the range of local and national sexual health advice support services. Pupils will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

This will provide an objective, factual and balanced view of sexual matters, correcting any misconceptions and misinformation pupils may have gained.

4. Aims

The aims of the Relationships and Sex Education (RSE) policy is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Through the RSE programmes of study pupils should:

- Be able to understand and accept themselves and others, regardless of race, gender, sexuality, sexual orientation, culture, disability, faith or age
- Be encouraged to accept and celebrate differences. Pupils will be given the knowledge and skills to prevent prejudice and to challenge it where it occurs
- Develop the confidence, self-awareness and self-esteem to make their own decisions with regards to positive, healthy, mature relationships and life choices and to resist peer pressure
- Develop communication and decision-making skills so that they are effectively able to manage their own relationships
- Understand the reasons for delaying sexual activity and the benefits of this
- Develop knowledge of how the law applies to sexual relationships
- Develop an understanding, appropriate to their level of maturity and developmental needs, of sexual and physical relationships
- Understand appropriate and inappropriate, controlling, exploitative or abusive behaviour within any relationship, in order to reduce its incidence and to build confidence to deal with it if it occurs, seeking to reduce violence
- Have the opportunity to ask questions confidentially or without embarrassment and seek answers to questions about emotional or physical relationships
- Know where to turn for advice
- Understand issues around sexual activity and safe physical relationships
- Understand the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children. Pupils will be appreciative of marriage, civil partnerships, family life and the implications of parenthood, recognising also that there are strong and mutually supportive relationships outside marriage.
- Value all relationships, understand that the school is fully inclusive, encourages mutual respect and celebrates diversity and that it is not in keeping with the ethos of our school that any young person is stigmatised on the grounds of their own family background or circumstances
- Have an accurate understanding of contraception and of the risks of sexually transmitted infections, unwanted pregnancy, abortion, sexually transmitted diseases, sexuality and emotional and physical development. Pupils will be given the opportunity to discuss openly without prejudice or influence by teachers or facilitators
- Instill a respect for the cultural and religious influences on individual sexuality and respect individual differences including those relating to cultural, religious, ethnic and family backgrounds. To promote those values of respect and dignity for human life and commitment, trust, love and honesty within relationships which are common to all faiths and societies

5. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum and supplemented through PSHE drop down days, assemblies and tutor-based activities as appropriate. Biological aspects of RSE are taught within the Science curriculum.

School also recognises that some aspects of RSE must be taught by specialists. From time to time we will invite professional health experts into school to deliver RSE topics. Pupils may also receive elements of their RSE through other external professionals and other voluntary organisations.

Across all key stages, pupils will be supported with developing the following skills within the context of family life:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

6. Dealing with Sensitive Issues

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer pupils to for confidential advice and support.

RSE is part of the school's provision for personal development. The following are protocols for discussion-based lessons with students:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- Teachers' personal beliefs and attitudes will not influence their teaching of RSE

- If at any point a disclosure is made by a pupil it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the school's Designated Safeguarding Lead.

7. Inclusion

RSE is taught in line with the Equality Act 2010, ensuring it is inclusive and does not discriminate

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will ensure appropriateness is considered in our delivery and respond to parental requests and concerns as appropriate.

Pupils with Additional Needs

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that Relationships and Sex Education is relevant to them. The needs and rights of all pupils including LGBT pupils are upheld. The curriculum content around LGBT is introduced at age-appropriate points and is integrated across the curriculum and not delivered as stand-alone/isolated lessons.

8. Statutory requirements

From September 2020 all secondary schools were required to deliver RSE. The government also committed to statutory health education, meaning the majority of Personal, Social, Health and Economic (PSHE) education became compulsory from 2020. Statutory changes were implemented in July 2025, with implementation necessary from September 2026.
RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE fits in with our whole school ethos and promotes respect for self and others. At Reddish Vale High School we believe that with a growth mind-set all our pupils will be able to make positive life choices and decisions which will be beneficial to their

overall wellbeing. At Reddish Vale High School, we teach RSE as set out in this policy. Our policy is based upon the DfE statutory PSHE curriculum which was implemented from September 2020, and updated for September 2026. The content of our RSE lessons is based upon the PSHE Association's Programme of Study for PSHE Education (linked below).

9. Roles and Responsibilities

The Governing Body

The Governing Body will review and approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher has a responsibility to ensure that opportunities exist for teachers to participate in in- service training in order to gain the confidence, insight and personal skills needed to deliver and support the programme of sex education and to review the policy at regular intervals. The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education components of RSE.

Staff

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. All teachers should ensure that their personal attitudes, opinions or beliefs do not unduly influence the teaching of Relationships and Sex Education and ensure that teaching materials are appropriate to the age and cultural background of the pupils concerned. All teachers should receive appropriate training and have a developed understanding of when to counsel in matters discussed in PSHE/SMSC and when and how to refer for specialist counselling and support. All teachers should request support where necessary, which may include understanding RSE content and developing their delivery of sessions.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Referring withdrawal requests in line with the RSE policy

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.

Pupils

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

10. Parents' right to withdraw

Parents/Carers are key people in teaching their children about Relationships and Sex and maintaining the culture and ethos of the family, helping children cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. Reddish Vale respects the religious and ethical beliefs of pupils and their parents.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This can be requested 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 should make arrangements to provide the child with sex education during one of those terms.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex Education. There is no right to withdraw from Relationships Education.

11. Training

Staff are trained on the delivery of RSE as part of their continuing professional development. The Headteacher / Personal Development lead will also invite visitors from outside the school, such as School Nurses or sexual health professionals, to provide support and training to staff teaching RSE.Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead and Senior Leadership Team through:

- Lesson observations
- Learning walks
- Work scrutiny activities
- Pupil voice activities

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead annually or as required by law. At every review, the policy will be approved by the Headteacher and the governing board.

12. Policy development

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

- Review – The PSHE lead reviewed and amended the RSE policy to work in line with the compulsory PSHE curriculum which was operational from September 2019
- Senior Leadership Team – Headteacher and Deputy Head reviewed the proposed document with the PSHE lead.
- Parent consultation – The reviewed curriculum was presented at the Parents' Forum, and parents were provided with the opportunity to make amendments and adjustments to the policy.
- LA consultation – The reviewed curriculum was presented to the LA PSHE lead.
- Governors' consultation – The draft document was presented to the Governing Body in May 2019.
- Pupil consultation – We investigated what exactly pupils want from their RSE through a pupil voice activity
- Ratification – once all amendments were made, the policy was shared again with Governors and ratified.

The policy is reviewed annually to reflect statutory and curriculum changes.

13. Links with other policies and documentation

This policy links to the following documentation:

- PSHE Curriculum overview (see appendix 1)

14. Legislation and guidance

This policy reflects the requirements of:

- Statutory guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education (For teaching from 1st September 2026) https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

  PSHE Association recommended Programme of study 2026 https://pshe-association.org.uk/guidance/ks1-5/programme-of-study

- Equality Act 2010
- Special Educational Needs and Disability Code of Practice 2014

Appendix 1: RVHS PSHE curriculum (for teaching from September 2026)

Year 7		
PSHE association topic link*	Lesson	Objectives
	Embracing Change	• To learn about the feelings pupils might experience when moving to secondary school, and ways of managing these feelings
MH&W	Managing emotions	• How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary (MW1) • How language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations (MW1, MW4, MW5)
HPR B&C HRB	Healthy relationships	• To develop a healthy relationship with themself; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships (RR3) • About different types of relationships, including friendships, family, peer, romantic relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others (RR1, RR3, ISR3) • That sexual attraction and sexuality are diverse (RR1, RR3) • The services available to support healthy relationships and manage unhealthy relationships, and how to access them (RR5, RR6, BS16, ISR11) • The skills to communicate and recognise consent; how to seek, give, not give and withdraw consent (RR8, RR10, BS1)
HPR MH&W	Families	• The importance of loving family relationships for bringing up children and roles and responsibilities within families (F2, F7) • Qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe (F8) • That families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships (F6)

HPR	Behaviour towards others	• How their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know (RR2, RR5) • The skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families (RR5, F8) • The services available to support healthy relationships and manage unhealthy relationships, and how to access them (RR5, RR6, BS16, ISR11)
MH&W	Promoting positive wellbeing	• The benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself (RR3, MW2) • How friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness (MW2, MW3)
HL	Healthy & active lifestyles	• The characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits (PHF1) • The benefits of physical activity and exercise for health and wellbeing (PHF1, PH3, MW2) • To recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences (PHF1)
HL	Quality sleep routines	• The importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep (HPP6)
HL KW, HS & FA	Nutrition & balanced diets	• About nutrition and the role of a balanced diet as part of a healthy lifestyle (HE1) • How food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink (HE1, HE2) • The importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes (HPP2)

P&A	Puberty	• About the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up (DB1) • About the adolescent brain; the relationship between brain development and hormonal changes as people mature (DB2)
P&A	Menstruation	• How to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health (DB3)
I, B, D	Recognising bullying	• To recognise bullying and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied (RR6)
I, B, D	Promoting an inclusive society	• The legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination (RR9, RR2) • The impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely (RR9) • That people have different values and perspectives, and how to manage differences constructively and respectfully (RR4, RR5)
OL I, B, D	Rights & responsibilities online	• About rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private (OSA1, OSA4) • How to safely and responsibly form, maintain and manage positive, respectful and safe relationships online (OSA1) • The role social media plays in connecting people, sharing experiences and finding community (WO1) • That on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media (OSA3, OSA9)

OL	Managing online risks	• That features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings (OSA2, OSA4) • The characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others (WO3, BS8, OSA10)
PS, R & I	Safety in the community	• How to take care of personal belongings and use mobile phones safely when out and about (PS1) • Skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know (BS4, PS1)
PS, R & I	Managing peer pressure	• How risk taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts (PS2, PS3, BS2)
PS, R & I	Knife free	• Motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon (PS5) • Which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns (PS4) • Skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous (PS3)
EW	Budgeting	• About different values and attitudes relating to finance, individuals need to actively manage their finances
EW	Influences on Spending	• How to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people
CE	My aspirations	• That everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities • To identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or

		uncertainty • Include labour market information
CE	My skills & qualities	• To review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices
	Transitioning to year 8	

Year 8		
PSHE association topic link	Lesson	Objectives
HPR	Healthy relationships	• To develop a healthy relationship with themself; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to intimate relationships (RR3) • About different types of relationships, including romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others (RR1, RR3, ISR3) • The services available to support healthy relationships and manage unhealthy relationships, and how to access them (RR5, RR6, BS16, ISR11)
B&C	Consent	• The skills to communicate and recognise consent, including in early romantic; how to seek, give, not give and withdraw consent (in all contexts, including online) (RR8, RR10, BS1) • That consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances (RR8, BS1) • That ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person (RR8, BS1)

HRB PS, R & I	Trusting others	• Ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe (BS3, BS4) • The characteristics of exploitative behaviours • How to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support (PS6, BS11) • Skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous (PS3)
HPR	Ending relationships	• How to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change (RR7) • The services available to support healthy relationships and manage unhealthy relationships, and how to access them (RR5, RR6, BS16, ISR11)
MH&W	Managing emotions	• About factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition (MW4, MW6) • To recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time (MW7)
MH&W	Recognising emotional and mental health difficulties	• To recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so* (MW5) • In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are vulnerable.
OL	The online world – true or false?	• That what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online (WO2)

OH	AI	• How generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking (OSA15)
OL	Mis & disinformation	• How to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information (WO5, OSA3)
OL	Targeted advertising	• How information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used (OSA12, OSA13) • That they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it (WO5) • How persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline (WO1)
OL	Online scams	• How to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online (OSA14) (include examples of young people being scammed)
OH	Inappropriate online content	• That some online content (e.g. graphic videos, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence (OSA8, OSA11) • How to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally (WO7, OSA8) (BBFC resources) • Introduction to: the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences (OSA4, OSA5)
MH&W	Promoting positive wellbeing	• How to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. In response to the climate crisis or distressing events (MW4, MW7) • How self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing (MW7)

KW,HS& FA	Health & immunisations	• Hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society (HPP1, HPP5) • How to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage (HPP1, HPP4)
DE	Legal & illegal substances	• The importance of taking prescription and over-the-counter medicines correctly (DATV5) • About legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit (DATV1) • Strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support (DATV1, DATV4)
DE	Possession & misuse of substances	• The law relating to the supply, possession, use and misuse of legal and illegal substances (DATV1, DATV2)
DE	Alcohol	• To evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption (DATV3)
DE	Smoking – tobacco and vaping	• About the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping (DATV6, MW9) • Strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs (DATV7)
EW	Money management	• About different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
EW	Managing money risks	• How to manage emotions in relation to money • How to assess and manage risk in relation to financial decisions that young people might make

CE	Setting my career goals	• How to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life • To identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative
CE	Types of employment & volunteering	• About different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment • Include labour market information
	Transition to year 9	

Year 9		
PSHE association topic link	Lesson	Objectives
HPR HRB	Coercive control	• That ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours (RR8, RR10) • The services available to support healthy relationships and manage unhealthy relationships, and how to access them (RR5, RR6, BS16, ISR11) • To recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support (BS9, BS16)
HRB PS, R & I	Grooming & Exploitation	• The characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help BS11 • Skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous (PS3) • How to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support (PS6, BS11)

HRB	Identifying harmful behaviours	• To distinguish between crushes, romantic gestures and obsessive fixation on others (BS10)
B&C	Sex & consent	• The skills to communicate and recognise consent in sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) (RR8, RR10 BS1) • That consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances (RR8, BS1) • That ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person (RR8, BS1) • That the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent (RR8)
B&C SE	Readiness for intimacy	• About influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex (ISR2, ISR3) • How to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others (BS2) • To gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive (ISR1) • How choices about sex can impact physical health, relationships and mental wellbeing (ISR4) • The law relating to sexual consent (RR8, ISR2)
SE	Contraception	• About the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice (ISR6 ISR12) • The communication skills to effectively discuss contraceptive use (including condoms) with a partner (ISR6) • How to access confidential advice and treatment regarding sexual health (ISR12)
SE	STIs	• The risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy (ISR7, ISR9) • About STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people (ISR8, ISR9)

		• How to access confidential advice and treatment regarding sexual health, (ISR12)
KW,HS& FA P&A	NHS & Health Services	• Where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinic); how, when and why to access them (HPP3, HPP8) • (At late key stage 3) How and why to carry out regular self-examination e.g. breast and testicular self-examination (9HPP4)
HRB	Harmful sexual behaviour	• Recap previous learning on consent • What is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them (BS5, BS8) • The laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour (BS6, BS7) • What to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it (BS16, ISR11)
OH	Sex in the media	• How the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours (RR11, RR12, BS15, OSA11) • That some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence (OSA8, OSA11)
OH	Intimate images	• The laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences (OSA4, OSA5)
OH	Deepfakes	• About the motivations, consequences and potential harms of creating and sharing deepfakes (OSA7)
HRB	Female Genital Mutilation	• The facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM (BS13)

PS, R & I	Addiction & gambling	• The risks associated with gambling, and that chance-based transactions in gaming can carry similar risks, strategies for managing peer and other influences relation to gambling (WO4) • The impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing (MW8, MW9, DATV3)
EW	Money management & debt	• About different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances • How to manage emotions in relation to money
CE	Post-16 pathways	• The options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process • How external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations • Include labour market information
CE	Employment rights	• Factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment

Year 10		
PSHE association topic link	Lesson	Objectives
HPR	Managing relationships	• About diversity in romantic and sexual attraction; when, where and how someone might access support and advice (RR1, RR3) • Strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds (RR2, RR7) • To safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships (RR1, RR7) • Strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed (RR5, RR6, BS16)

HPR	Family relationships	• How to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support (F8) • About the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life (F7) • About shifting family dynamics and how to manage their increasing independence in relation to others in their family (F6)
HPR	Long-term & committed relationships	• Reasons people have for making different choices about long-term relationships and parenting (F2, F3, F7) • About the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships (F1, F3, F4) • That marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion (F3, F5) • That forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage (BS12, F5)
HPR	Respecting values and boundaries in relationships	• That characteristics such as self-worth, independence and having a positive relationship with oneself • Support personal wellbeing; building and maintaining healthy, equal relationships with others (RR3) • The characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online (BS1, RR1, RR8) • To identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older (ISR2, ISR3) • To understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships (ISR3)

		• The role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent (RR8) • About sexual pressure; internal and external expectations about sexual behaviours and how to manage these (BS2) • That ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent (RR8, RR10)
SE	Intimate relationships	• About different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships (ISR1) • The potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship (ISR4, ISR5, ISR11)
SE	Sexual health	• About STIs and their prevalence; the symptoms, long– and short-term impacts, transmission, and treatment of STIs; the importance of regular testing (ISR, ISR9) • How the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them (ISR8) • How to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services (ISR7, ISR12) • Where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception (ISR6) • The skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use (ISR6) • To be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment (ISR12)

HRB	Unwanted behaviour and harassment	• To recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond (BS2) • About the impact of victim-blaming, and ways to challenge victim-blaming attitudes (RR6, BS4) • To recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours (BS10, BS16) • The law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support (BS9, ISR11)
HRB	Sexual harassment	• What constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them (BS5, BS6, BS7, BS8) • The legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made (BS7, BS8, BS9, BS16)

OH OL	Harmful online sexual content	• To recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support (WO7) • Evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies (RR11) • About the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour (OSA8, OSA11) • How pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death (RR11, BS14, BS15) • How media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification (WO2)

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I,B&D OL	Recognising harmful sexual attitudes	• How false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm (RR12) • to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics (RR9, RR12) • How harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours (OSA8) • Safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes (RR9, RR12) • How inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships (RR10) • How to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing (WO1) • How media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification (WO2)
I,B&D	Recognising extreme online views	• About everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online (RR2, RR9) • That a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures (RR4) • How online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate (OSA1, OSA3, OSA8) • To recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others RR6, WO3) • Strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed (OSA9, OSA10)

OH	Sexual image sharing & sextortion	• The ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns (OSA4, OSA5, OSA6, OSA7) • Risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion (OSA14)
OL	AI & personalised content online	• strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12 • about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this (WO5) • How mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online (WO5) • Ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology (OSA15)
CE	Employment – where do I begin?	• The nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities • Different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy • How careers can impact, and be impacted by, the natural environment, community and society, politics and the economy • How to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices • How a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths) • How to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities

CE	Recognising my strengths	• How to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting • How strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes
CE	Post-16 choices & the law	• The range of opportunities available to them for career progression, including in education, training and employment • About the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities
CE	Applying for my next steps	• How to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills
CE	Navigating employment and the online world	• The benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content • Strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities
CE	Preparing for work experience	• How to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications • About preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements • DELIVERED IN FORM

Year 11		
PSHE association topic link	Lesson	Objectives
HRB	Honour based abuse	• The illegality, unacceptability and harms of so-called 'honour'-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others (BS12, BS13) •
RH&F	Health & menstruation	• That the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals (DB3)
RH&F	Fertility	• About male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive (DB4)
RH&F	Pregnancy	• The options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support (ISR7) • About healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus (HPP7) • About miscarriage and pregnancy loss and the support available (HPP7)
RH&F	Reproductive & gynaecological health	• About reproductive and gynaecological health, including menopause and the importance of pelvic floor health (DB8, DB4, HPP7) • Where, how and why to access reproductive health advice and treatment ISR12

KW,HS& FA	Health awareness & impacts on society	• How and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening (PHF2, HPP4) • How to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance (HPP1) • About vaccinations available to adults, including the flu vaccine and travel vaccinations (HPP5) • The purpose of blood, organ and stem cell donation for individuals and society* (PHF4) • Liaise with the science department for teaching about the facts and science of donation • How to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators (BFA1, BFA2, BFA3)
KW,HS& FA	Using health services	• Strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help (HPP3, HPP8, HPP9) • About Gillick competence and medical consent
KW,HS& FA OL	Cosmetic & aesthetic procedures	• To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds (HPP4) • How media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification (WO2)

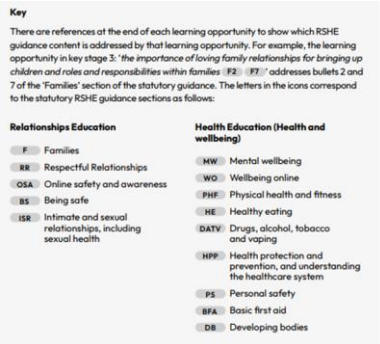
KW,HS& FA HL	Making healthy life choices	• The benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer (HE2) • The impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required (HE1, HPP8) • To recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these (HE3)
HL	Positive daily health choices	• How physical activity and time outdoors can support mental health and wellbeing, including boosting mood (PHF3, MW2) • To make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health (PHF1) • About the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies (HPP6, MW2) • How to manage influences and maintain a balanced perspective on health and weight, body shape and size (HE1, HE2)
DE	Medication – managing the risks	• The risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong (DATV5) • The law and risks related to buying or selling substances online (WO6)
DE	Illegal substances	• The consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society (DATV1) • About wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities (DATV2) • Strategies to manage personal safety in situations involving illegal drugs, and how to support peers (DATV3)

DE	Legal substances – managing risk	• The physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity (DATV4, ISR10) • Strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers (DATV3) • To identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping (DATV4, DATV6)
PS,R&I	Personal safety	• Ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult (PS1) • Personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right (BS4, OSA2) • To evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media (PS2, BS2)
PS,R&I	Gangs & peer pressure	• To recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour (PS4, PS6, BS11) • The law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise (PS5, WO6) • Strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations (PS3) • How to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf (PS4, BS16)

MH&W	Managing your wellbeing journey	• How mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing (MW4, MW6, MW7) • Strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing (MW2, MW6) • How mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness (MW1, MW3)
MH&W	Strategies for managing stress and worry	• How wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks (MW4, MW6, MW7) • To evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension (MW4, MW6, MW7) • Why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources (MW6, WO7)
MH&W	Recognising unhealthy coping strategies	• The nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing (MW5) • About potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours (MW8, MW9) • To recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing* (MW6, MW9) • In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting,

		hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.
EW	Managing financial decisions	• How personal values and attitudes can affect financial decisions • About social and moral dilemmas relating to spending • To recognise and manage a range of influences on their financial decisions • The skills to evaluate the reliability of sources of financial advice for young people
EW OH	Savings & debt	• How to budget effectively for different circumstances; the benefits of saving • The opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance • Factors to consider before taking on debt and ways of managing debt • About thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help (MW8, WO4)

*PSHE association topic link – Information below taken from the PSHE association updated programme of study



Key

There are references at the end of each learning opportunity to show which RSHE guidance content is addressed by that learning opportunity. For example, the learning opportunity in key stage 3: '*the importance of loving family relationships for bringing up children and roles and responsibilities within families* F2 F7' addresses bullets 2 and 7 of the 'Families' section of the statutory guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F Families
- RR Respectful Relationships
- OSA Online safety and awareness
- BS Being safe
- ISR Intimate and sexual relationships, including sexual health

Health Education (Health and wellbeing)

- MW Mental wellbeing
- WO Wellbeing online
- PHF Physical health and fitness
- HE Healthy eating
- DATV Drugs, alcohol, tobacco and vaping
- HPP Health protection and prevention, and understanding the healthcare system
- PS Personal safety
- BFA Basic first aid
- DB Developing bodies

RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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