

RSE Policy					
DOCUMENT INFORMATION – FRONT SHEET					
Please note – the generic policy will be published on the Trust website with a School specific policy published on the individual School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website.					
POLICY DETAILS					
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Steve Hall	Yes		No		
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NAME OF LIFE MAT SCHOOL	Ibstock School				

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This policy sets out our approach to relationships and sex education (RSE) across LiFE Multi-Academy Trust.

Sections 8.5, 11 and Appendix 1 have been adapted to reflect the circumstances in Ibstock School.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

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

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

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

We also have regard to legal duties set out in:

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

At LiFE Multi-Academy Trust we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a working group of staff from each school plus members of the LiFE School Improvement team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

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.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

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

Across our primary academies, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Primary sex education will focus on:

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

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Across our Secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

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

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

Throughout each year group we will use appropriate materials to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours

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

For more information about our RSE curriculum, see Appendices 1,2 and 3.

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

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

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

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

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

Our schools **won't**, under any circumstances:

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

8. Roles and responsibilities

8.1 The board of trustees

The board has delegated the approval of this policy to the Director of Curriculum.

8.2 Director of Curriculum

The Director of Curriculum will:

- Approve the policy
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the Director of Curriculum if they occur.

8.4 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Ailsa Pape (Deputy Headteacher).

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.

8.6 Pupils

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

9. Parents' right to withdraw

Across our primary academies, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

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

Across our secondary academies, parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher of the school.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. When the Headteacher receives such a letter, parents/carers will be invited to a meeting with the Headteacher or member of the Senior Leadership team, who will explain clearly what the School's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

10. Training

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

The school 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Lauren Barratt, Associate Senior Leader and Faculty Leader for Humanities and PSHE and Katie Garner, Teacher of MFL and TLR for PSHE through:

- Stakeholder voice
- Drop-ins to quality assure the teaching of RSE
- Staff training to support delivery of RSE and PSHE
- Book looks

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

This policy will be reviewed by [name and role] [frequency e.g. annually]. At every review, the policy will be approved by [the board/committee name/trustee name/CEO].

This is what we wrote last year for this section: This policy will be reviewed by a member of the School Improvement Team for LiFE Multi-Academy Trust and approved by the Trust Board annually.

Appendix 1: Curriculum map

Year 7 PSHE Individual Lesson Map								
Autumn 1: Transition , Safety and First Aid	Date: 27/08/2026 Manging the Challenges of a New School	Date: 03/09/2026 Establishing Friendships and Belonging	Date: 10/09/2026 How to identify personal strengths and areas for development	Date: 17/09/2026 Expressing and Managing our Emotions Constructively	Date: 24/09/2026 Personal Safety (link to solutions to common ailments) and Travel Safety	Date: 01/10/2026 Basic First Aid (CPR and How to use a Defibrillator)	Date: 08/10/2026 Citizenship: What is a Community? How do Local Councils work?	Date: 15/10/2026 Assessment
Autumn 2: Skills , Aspirations and Society	Date: 29/10/2026 Enterprise Skills	Date: 05/11/2026 Stereotypes and Work	Date: 12/11/2026 Equality of Opportunity	Date: 19/11/2026 Values and Career Choices	Date: 26/11/2026 Enterprise Activity (e.g. designing/planning)	Date: 03/12/2026 Enterprise Activity (e.g. presenting something)	Date: 10/12/2026 Citizenship: British Values and the Rule of Law	Date: 17/12/2026 Assessment
Spring 1: Diversity, Rights and Responsibilities	Date: 07/01/2027 Identity, Rights and Responsibilities.	Date: 14/01/2027 Living in a Diverse Society	Date: 21/01/2027 Challenging Prejudice, Stereotypes and Discrimination	Date: 28/01/2027 All About Bullying and Staying Safe Online	Date: 04/02/2027 Citizenship: What is Democracy? Why do we Vote?	Date: 11/02/2027 Assessment		
Spring 2: Health, Puberty and Body Awareness	Date: 25/02/2027 Healthy Lifestyle Choices and Managing Influences (Caffeine, Smoking, Alcohol)	Date: 04/03/2027 Personal Hygiene and Puberty (inc. dental hygiene)	Date: 11/03/2027 Menstrual Health (PMS, heavy bleeding, when to seek help)	Date: 18/03/2027 Unwanted and Inappropriate Contact including FGM, virginity testing and hymenoplasty				
Summer 1: Building Healthy Relationships	Date: 08/04/2027 Assessment for Spring 2: Health, Puberty and Body Awareness	Date: 15/04/2027 Developing Self -Worth and Self-Efficacy	Date: 22/04/2027 What Makes a Relationship Positive or Unhealthy?	Date: 29/04/2027 Recognising and Challenging Media Stereotypes	Date: 06/05/2027 Evaluating Expectations of Romantic Relationships	13/05/2027 Seeking and Communicating Consent	Date: 20/05/2027 Citizenship: Legal and Ethical Rights in a Relationship	Date: 27/05/2027 Assessment
Summer 2: Financial Decision Making	Date: 10/06/2027 Opening a Bank Account and Types of Bank Account	Date: 17/06/2027 Spending (being a consumer), Saving and Budgeting	Date: 24/06/2027 Citizenship: Consumer Rights and Responsibilities	Date: 01/07/2027 Keeping Financial Information Secure (Including the Safe Use of Apps	Date: 08/07/2027 Assessment			

Key	
	Topics which may link to elements of the “Intimate and sexual relationships, including sexual health” element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

Year 8 PSHE Individual Lesson Map

Autumn 1: Alcohol and Drug Use	Date: 27/08/2026 What is a Drug? (Medicinal and Reactional, link to over-consumption of energy drinks, how to use medicinal drugs safely).	Date: 03/09/2026 Why do people misuse drugs? (Consider relationship between habit and dependence)	Date: 10/09/2026 Smoking and Vaping	Date: 17/09/2026 Alcohol	Date: 24/09/2026 Consequences of Misusing Drugs and Alcohol	Date: 01/10/2026 Managing Influences in Relation to Substance Use	Date: 08/10/2026 Promoting Positive Social Norms and Attitudes	Date: 15/10/2026 Assessment
Autumn 2: Community, Careers and Equality	Date: 29/10/2026 Equality of Opportunity in Life and Work.	Date: 05/11/2026 Challenging Stereotypes and Discrimination in Relation to Work and Pay	Date: 12/11/2026 Conflict in Communities	Date: 19/11/2026 Career Opportunities (employment and self-employment)	Date: 26/11/2026 Voluntary Work	Date: 03/12/2026 Setting Goals and Challenging Expectations.	Date: 10/12/2026 Citizenship: How Parliament Works (MPs, Constituencies and Elections)	Date: 17/12/2026 Assessment
Spring 1: Discrimination, Inclusion and Human Rights	Date: 07/01/2027 Managing Influences on Beliefs and Decisions (including persuasion) and Developing Self -Worth and Confidence	Date: 14/01/2027 Gender Discrimination (including recognising and challenging transphobia)	Date: 21/01/2027 Recognising and Challenging Homophobia and Biphobia	Date: 28/01/2027 Recognising and Challenging Racism and Religious Discrimination.	Date: 04/02/2027 Citizenship: Human Rights and the Equality Act	Date: 11/02/2027 Assessment		
Spring 2: Emotional Wellbeing	Date: 25/02/2027 Attitudes to Mental Health and Addressing Myths and Stigma	Date: 04/03/2027 Daily Wellbeing (including Developing Digital Resilience)	Date: 11/03/2027 Managing our Emotions Including during times of Bereavement	Date: 18/03/2027 Healthy and Unhealthy Coping Strategies (including self-harm, eating disorders)				
Summer 1: Identity and Relationships	Date: 08/04/26 Assessment for Spring 2: Emotional Wellbeing	Date: 15/04/26 Positive Behaviours in Healthy Relationships (and how to demonstrate these)	Date: 22/04/26 Gender Identity and Sexual Orientation CHECK	Date: 29/04/26 Consent and Developing Relationships (including forming new partnerships)	Date: 06/05/26 The Risks of Sexting	Date: 13/05/26 Introduction to Contraception	Date: 20/05/2027 Citizenship: The Justice System - Police, Courts, Youth Justice	Date: 27/05/2027 Assessment
Summer 2: Digital Literacy	Date: 10/06/2027 Safe Use of Social Media including Online Security	Date: 17/06/2027 Online Grooming and How to Use Sites Safely (linking to Deepfakes, Sextortion and AI Chatbots)	Date: 24/06/2027 Citizenship: Media Literacy and Spotting Misleading Information Online (inc. reliable sources).	Date: 01/07/2027 Online Gambling (including protecting financial security online)	Date: 08/07/2027 Assessment			

Key

	Topics which may link to elements of the "Intimate and sexual relationships, including sexual health" element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

Year 9 PSHE Individual Lesson Map								
Autumn 1: Peer Influence, Substance Use and Gangs.	Date: 27/08/2026 Healthy and Unhealthy Relationships	Date: 03/09/2026 Recognising passive, aggressive and assertive behaviour and communicating assertively	Date: 10/09/2026 Online Safety (managing risks)	Date: 17/09/2026 Gangs and County Lines inc. Case Study (look at Pol-Ed resources?)	Date: 24/09/2026 Knife Crime	Date: 01/10/2026 Drugs and Alcohol (positive social norms and legal/ health risks inc. addiction and dependence)	Date: 08/10/2026 Citizenship: Crime, Punishment and Rehabilitation	Date: 15/10/2026 Assessment
Autumn 2: Setting Goals and Future Planning	Date: 29/10/2026 Transferable Skills (abilities and interests)	Date: 05/11/2026 Demonstrating Strengths	Date: 12/11/2026 Managing Emotions and Mental Health around Future Employment	Date: 19/11/2026 Types of Employment and Career Pathways.	Date: 26/11/2026 Setting Realistic Goals for the Future/ Skills for Decision- Making	Date: 03/12/2026 About GCSE and Post-16 Options	Date: 10/12/2026 Citizenship: How laws are made (House of Commons, House of Lords)	Date: 17/12/2026 Assessment
Spring 1: Respectful Relationships and Family Life	Date: 07/01/2027 Different Types of Families	Date: 14/01/2027 Parenting	Date: 21/01/2027 Relationships in the Home	Date: 28/01/2027 Causes of Conflict and Conflict Resolution	Date: 04/02/2027 Managing Relationship and Family Changes (including relationship breakdown, separation and divorce) and Accessing Support	Date: 11/02/2027 Assessment		
Spring 2: Healthy Lifestyle	Date: 25/02/2027 Relationships Between Physical and Mental Health	Date: 04/03/2027 How to Balance Work, Leisure, Exercise and Sleep	Date: 11/03/2027 Making Healthy Eating Choices and Managing Influence on Body Image	Date: 18/03/2027 Taking Responsibility for Physical Health including Self-Checks (link to serious health conditions inc. CVD, diabetes and cancer)				
Summer 1: Intimate Relationships	Date: 08/04/2027 Assessment for Spring 2: Healthy Lifestyle	Date: 15/04/2027 Intimacy without Sex	Date: 22/04/2027 Your Right and Capacity to Consent (inc. myths/ misconceptions)	Date: 29/04/2027 STIs, Contraception and Consequences of Unprotected Sex	Date: 06/05/2027 Are Relationships in Porn and the Media Realistic?	Date: 13/05/2027 Pornography, misogyny and sexual entitlement	Date: 20/05/2027 How to Assess the Risks of Sharing Sexual Images (inc. securing information online)	Date: 27/05/2027 Assessment
Summer 2: Employability Skills	Date: 10/06/2027 Young People's Employment Rights and Responsibilities.	Date: 17/06/2027 Skills for Enterprise and Employability (inc. giving and responding to constructive feedback), Habits to Support Success	Date: 24/06/2027 Your Online Personal Brand and Accessing Support Online	Date: 01/07/2027 Citizenship: How to participate in Democracy (petitions, campaigns, youth voice)	Date: 08/07/2027 Assessment			

Key

	Topics which may link to elements of the "Intimate and sexual relationships, including sexual health" element of RSE, but are not taught as a sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

Year 10 PSHE Individual Lesson Map

Autumn 1: Mental Health and Emotional Literacy	Date: 27/08/2026 Managing changes during adolescence	Date: 03/09/2026 Reframing Negative Thinking	Date: 10/09/2026 Strategies to promote mental health and emotional wellbeing	Date: 17/09/2026 Signs of emotional or mental ill - health and accessing support	Date: 24/09/2026 The Portrayal of Mental Health in the Media and Challenging Stigma and Misinformation	Date: 01/10/2026 Change, Loss and Grief	Date: 08/10/2026	Date: 15/10/25 Assessment
Autumn 2: Financial Decision Making	Date: 29/10/2026 Budgeting and Evaluating Saving Options	Date: 05/11/2026 Preventing and Managing Debt (including understanding credit rating and pay-day lending).	Date: 12/11/2026 How your data is used (inc. influence of target advertising)	Date: 19/11/2026 Managing Influences Related to Gambling	Date: 26/11/2026 The Relationship Between Gambling and Debt	Date: 03/12/2026 Financial Activities and the Law	Date: 10/12/2026 How to Manage Risk in Relation to Financial Activities	Date: 17/12/2026 Assessment
Spring 1: Healthy Relationships and Sexual Ethics	Date: 07/01/2027 Relationship values (the role of pleasure, abstinence, celibacy and asexuality)	Date: 14/01/2027 Myths, assumptions and misconceptions about sex, gender and relationships	Date: 21/01/2027 Opportunities and risks of online relationships	Date: 28/01/2027 Consent and coercion and the impact of the media (link to power dynamics and inequality)	Date: 04/02/2027 Recognising and challenging victim blaming	Date: 11/02/2027 Assessment		
Spring 2: Influence, Risk and Community Safety	Date: 25/02/2027 Positive and negative role models	Date: 04/03/2027 Impact of drugs and alcohol on personal decision making and on the wider community (including families), Seeking Help for Substance Use and Addiction	Date: 11/03/2027 Managing media and peer influences in relation to gangs inc. staying safe and exit strategies.	Date: 18/03/2027 Citizenship: Local Government and Public Services				
Summer 1: Addressing extremism and radicalisation	Date: 08/04/2027 Assessment for Spring 2: Influence, Risk and Community Safety	Date: 15/04/2027 The Equality Act and inclusion and belonging in communities	Date: 22/04/2027 How social media influences beliefs and opinions	Date: 29/04/2027 Managing conflicting views and misleading information	Date: 06/05/2027 Safely challenging discrimination inc. online	Date: 13/05/2027 Recognising and responding to extremism and radicalisation	Date: 20/05/2027 Citizenship: Political Ideologies and How they Shape Society	Date: 27/05/2027 Assessment
Summer 2: Work Experience	Date: 10/06/2027 Opportunities in Work, Evaluating Strengths, Strategies for Overcoming Challenges or Diversity	Date: 17/06/2027 Responsibilities in the workplace (inc. health and safety and having a positive online presence)	Date: 24/06/2027 Workplace Etiquette and Rights inc. HR. Employment and career progression (maximise employability, rights, responsibilities and challenges to working whilst studying)	Date: 01/07/2027 Citizenship: Employment Rights and Trade Unions	Date: 08/07/2027 Assessment			

Key

Topics which may link to elements of the "Intimate and sexual relationships, including sexual health" element of RSE, but are not taught as sex education within our PSHE curriculum. There is no right to withdraw from these lessons.

Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

Year 11 PSHE Individual Lesson Map								
Autumn 1: Building for the Future and Next Steps	Date: 27/08/2026 Self-efficacy including motivation, perseverance and resilience and maintaining a healthy self -concept	Date: 03/09/2026 Stress management (inc. nature, causes and effects and management inc. sleep)	Date: 10/09/2026 Positive and Safe Ways to Create Content Online, the Opportunities this Offers (and balancing time online)	Date: 17/09/2026 Post-16 and Career Pathways	Date: 24/09/2026 Application Processes (including CVs, personal statements and interview technique)	Date: 01/10/2026 Skills for further education (inc. using feedback constructively, SMART targets, revision techniques, work/life balance.	Date: 08/10/2026 Citizenship: How to be an Active Citizen (Campaigning, Volunteering, Advocacy)	Date: 15/10/2026 Assessment
Autumn 2: Communication in Relationships	Date: 29/10/2026 Personal values (core values and emotions, identity, gender expression, sexual orientation)	Date: 05/11/2026 Assertive communication and Relationship challenges and abuse (types, unhealthy and exploitative relationships and support e.g. stalking and harassment).	Date: 12/11/2026 How to Handle unwanted Attention (inc. online)	Date: 19/11/2026 Forms of Relationship Abuse	Date: 26/11/2026 Exploitative and Abusive Relationships and Accessing Support	Date: 03/12/2026 Sexual Harassment, Sexual Violence and the Law (rape, assault, upskirting, strangulation)	Date: 10/12/2026 Challenging Harassment and Stalking (inc. online)	Date: 17/12/2026 Assessment
Spring 1: Independence and Health Protection	Date: 07/01/2027 Managing Risk and Safety in New Situations (personal safety in social situations and on the roads) and Emergency First Aid (inc. how to assess emergency and non - emergency situations and contact appropriate services)	Date: 14/01/2027 Screening, vaccines and immunisations (inc. links between lifestyle and cancers)	Date: 14/01/2027 Navigating the Healthcare System (how to register with and access doctors, sexual health clinics and other health services. Link to Gillick competence and medical consent)	Date: 28/01/2027 Blood, Organ and Stem Cell Donation	Date: 04/02/2027 Managing influences and risks relating to cosmetic and aesthetic body alterations	Date: 11/02/2027 Assessment		
Spring 2: Families	Date: 25/02/2027 Family Structures, Parenting and Changing Relationships (inc. types of families, roles/ responsibilities of parents, changing family structure inc. divorce, step-families, readiness for parenthood and positive parenting qualities)	Date: 04/03/2027 Marriage, Civil Partnership, Cohabitation and the Law (inc. what marriage and civil partnership is, why people choose them, common-law marriage myth, legal rights, unsafe relationships and seeking help)	Date: 11/03/2027 Pregnancy (inc. fertility, pregnancy, birth, miscarriage, pregnancy loss, and unplanned, adoption and fostering), Forced Marriage and Honour-Based Abuse	Date: 18/03/2027 Assessment				
Summer 1: Adult Finances	Date: 08/04/2027 Understanding Income: Tax, National Insurance, Payslips and Pensions	Date: 15/04/2027 Budgeting for Adult Life (cost of living, emergency funds, financial priorities)	Date: 22/04/2027 Renting, Tenancies and Independent Living (renting vs. buying, deposits, guarantors, bills)	Date: 29/04/2027 Mortgages, Credit Scores and Long-Term Finance (inc. repayments, loans, interest and APR, avoiding exploitation)	Date: 06/05/2027 Citizenship: Tax, National Insurance, and Public Spending			

Key	
	Topics which may link to elements of the “Intimate and sexual relationships, including sexual health” element of RSE, but are not taught a s sex education within our PSHE curriculum. There is no right to withdraw from these lessons.
	Lessons which can be viewed as sex education, from which parents may be able to withdraw their children, following a meeting with the head teacher.

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

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

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

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

Appendix 3: By the end of secondary school pupils should know

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

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

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves, or of someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as

TOPIC	PUPILS SHOULD KNOW
	those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it ● How information and data is generated, collected, shared and used online ● That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) ● That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion ● That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	● How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent ● That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others ● How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed ● How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions ● What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it ● That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting ● About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault

TOPIC	PUPILS SHOULD KNOW
	○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty ● That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed ● That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury ● That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death ● That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful ● How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	● That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive ● The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex ● About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, faith and family values. That kindness and care for others require more than just consent ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● That some sexual behaviours can be harmful ● The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making

TOPIC	PUPILS SHOULD KNOW
	• That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent/carers form requesting their child's withdrawal from sex education within RSE

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

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