

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Last review: August 2025

Next review: November 2026

Reviewed by: Rebecca Warhurst, Head Teacher

John Bolton, Governance Chair

CONTENTS

1.	0	BACKGROUND	3
	1.1	Definitions	3
	1.2	Statutory Guidance	3
	1.3	Consultation with Parents/ Carers	3
	1.4	Legal Obligations and Parental Right to Withdraw	4
	1.5	Aims and Intent of our RSE Curriculum	5
2.	0	ROLES AND RESPONSIBILITIES	5
	2.1	The Head Teacher	5
	2.2	The PSHCEE Lead	6
	2.3	The Designated Safeguarding Lead (DSL)	6
	2.4	Teachers	6
	2.5	Training Lead	6
	2.6	The Proprietor and School Governance	6
3.	0	DELIVERY OF CURRICULUM PLANS - IMPLEMENTATION	7
	3.1	The Place of RSE in our Curriculum	7
	3.2	Curriculum Delivery	7
	4.0	Use of External Professionals	8
5.	0	SAFEGUARDING AND CONFIDENTIALITY	9
6.	0	RESPONDING TO DIFFICULT QUESTIONS	9
7.	0	ASSESSMENT AND DELIVERY IMPACT	10
8.	0	MONITORING AND REVIEW	10
	8.1	Monitoring	10
	8.2	Review	10
	8.3	National Review	11
9.	0	GUIDANCE AND REFERENCES	11
10	0.0	APPENDICES	11
	Appe	ndix 1: Summary of Key Content	12
	10.1	By the end of Key Stage 2	12
	10.2	Sex Education at Secondary School	14
	10.3	Related content in the National Curriculum for Science at Key Stages 1-4	16
	10.4	Related content in the Health Education curriculum as part of PSHCEE at Key Stages 1-4	16
	Appe	ndix 2: Compulsory Aspects of RSE	18
	Appe	ndix 3: Curriculum Map	19

1.0 BACKGROUND

This policy sets out the framework for Relationships and Sex Education (RSE) at The Willows School. The aim is to provide clarity about how our Relationships and Sex Education (RSE) curriculum is devised and delivered throughout the school.

1.1 Definitions

For the purposes of this policy, these definitions apply:

- PSHCEE: Personal, Social, Health, Citizenship and Economic Education,
- RSHE: Relationships, sex and health education,
- Health education: is learning about physical health and mental well-being,
- Relationships education: is learning about the social, emotional, physical and legal aspects of human relationships. This includes friendships, family life and relationships with other children and adults,
- RSE: Relationships and sex education is learning about the social, emotional and physical aspects of growing up, including relationships, sex, human sexuality and sexual health,
- Sex education: Sex education is learning about adolescence, reproduction, pregnancy and birth, preventing unwanted pregnancy and sexually transmitted infections (STIs).

See also our Curriculum Policy.

1.2 Statutory Guidance

In September 2020, the DfE launched statutory guidance for the teaching of 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. The guidance on the 'Health Education' aspect does not apply to independent schools like ours*. However, we have found the sections on Health Education useful and may refer to these when planning both RSE and PSHCEE. There will be some inevitable overlap in the two subject areas, which are ultimately about helping pupils to learn to keep themselves safe and well. We will also refer to the NSPCC, 'Talk Relationships Whole School Approach Framework', published 22 April 2024.

*Our school must meet the Independent School Standards (ISS) as set out in the Education (Independent School Standards) Regulations 2014.

1.3 Consultation with Parents/ Carers

Like all schools, we are required by law to consult with parents and carers about our approach to delivering RSE. We are committed to consulting parents and carers and helping them to understand when and what we cover as part of the relationships, sex and health education curriculum. We know that parents and carers are pivotal in shaping their child's knowledge and understanding about relationships, sex and health. Schools play a vital supporting role, ensuring children are well-equipped to live independently in our ever-increasingly complex world.

Ultimately, we want to work with our parents and carers to ensure that children are safe, healthy and able to manage their lives in a positive way. To support this, we will review our policy and curriculum offer annually, to ensure they remain effective in meeting pupils' needs and interests. Every September, we will let parents and carers know that when the policies have been reviewed, updated and the drafts are uploaded to our school website. We will build in a window of opportunity for all parents and carers to respond with their views before publishing the final versions.

Parents and carers will be given other opportunities to learn more and ask questions about how we decide on the content of the RSE curriculum, and how it is delivered. We will notify parents/ carers when RSE topics will be taught and provide a summary of the content we will cover. We will provide opportunities for viewing and discussing examples of RSE learning resources, including those related to teaching sensitive topics.

Parents/ carers will receive information setting out the parental right to withdraw their child from the non-statutory elements of RSE. Parents of pupils joining our school will receive the letter as part of their child's admission information during induction. This will help keep all parents/ carers fully informed. As the school becomes established, we will consider additional forms of communication, including newsletters and open evenings, providing parents and carers with further opportunities to discuss the subject matter and ask any questions.

We understand that parents and carers may have concerns about some aspects of RSE and we will listen and carefully consider beliefs, views and feelings. However, as a school, we will ultimately make the final decision about what will be taught and when. This will be informed by our statutory obligations as well as parental views and the needs of our pupils.

Progress updates will be provided during Education, Health and Care Plan (EHCP) Annual Reviews, and as part of our annual reporting to parents/carers.

1.4 Legal Obligations and Parental Right to Withdraw

In 2020, the Government introduced some compulsory changes affecting all schools. The Relationships, Sex and Health Education Regulations (2019), under the Children and Social Work Act (2017) means that Relationships and Health Education are now compulsory for all pupils across the primary and secondary age range. For pupils in the secondary age range, it is also compulsory for schools to provide them with Sex Education.

Primary schools have the can decide whether pupils should be taught 'sex education'. Where our school has primary aged pupils on roll (aged up to 11 years), then we will have decided to provide sex education, appropriate to their individual needs, ages and levels of maturity. Our rationale is that this will help us to provide much more effective and holistic support for pupils' overall development, including socially, emotionally, and physically.

It should be noted that for the primary age range, the National Curriculum for Science, and parts of health education, which we deliver as part of PSHCEE, already covers most of what is categorised as 'Sex Education'.

RSE forms an important part of the curriculum. We hope that all pupils will take part in all aspects of these lessons as they would for all other subjects. We acknowledge the rights parents and carers have, as below.

From September 2020, parents of primary and/ or secondary aged pupils will not be able to withdraw their children from any aspect of Relationships Education or Health Education. This includes learning about the changing adolescent body, puberty, and developing and nurturing healthy friendships and relationships.

Parents of primary and/ or secondary aged pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science. For primary aged pupils, the Science curriculum includes naming external body parts, learning about the human body as it grows from birth to old age, and reproduction/ off-spring in some plants and animals. The secondary Science curriculum covers

reproduction in plants and humans, hormones in reproduction, hormone and non-hormone methods of contraception, communicable diseases including sexually transmitted infections in humans.

Following discussion with us and providing there is written notification to the Head Teacher, parents will be able to withdraw their child from any or all aspects of Sex Education, except those elements above, provided as part of the Science curriculum, up to and until three terms before their child reaches the age of 16.

In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this, including records of any discussions and/ or requests from parents and carers. We will provide the pupil with appropriate, purposeful education during the period of withdrawal.

In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education, rather than be withdrawn, we will arrange to provide the pupil with Sex Education during one of the three terms before they reach the age of 16.

Where the school has grown and includes Post 16 provision, we will continue to provide Sex Education as part of pupils' non-qualification activities. This will be learning which is linked to the development of character, broader skills, attitudes, and confidence and in preparation for transition to life beyond school. Parents and carers will not have the right to withdraw Post 16 pupils from this provision.

Further information can be found in **Appendix 2 – Compulsory Aspects of RSE.** This section provides a summary of the compulsory aspects of RSE at the different age ranges/ stages of education, as set out by the DfE.

1.5 Aims and Intent of our RSHE Curriculum

In developing and delivering our RSHE curriculum, our aims are to:

- deliver age appropriate, high-quality RSE content as part of the school's curriculum,
- meet our legal obligations relating to RSE,
- undertake effective consultation and take account of parents/ carers' views,
- use reliable sources of information are used to provide pupils with accurate information,
- use a range of resources appropriate to pupils' ages, needs and abilities,
- ensure pupils know how to keep themselves safe and well,
- ensure pupils know how to seek help if they need it,
- provide pupils with opportunities to engage positively in sensitive discussions, supporting them to have the confidence to ask questions. This should help them to gain a clear understanding, and dispel any "playground myths" or misconceptions,
- support pupils to build on and remember learning to help them to be well prepared for their future lives as adults.

See Appendix 1 – Summary of how we plan to deliver the RSHE curriculum, in line with DfE guidance.

2.0 ROLES AND RESPONSIBILITIES

2.1 The Head Teacher

The Head Teacher has overall responsibility for ensuring that:

- staff have an appropriate level of expertise and knowledge to organise and deliver RSHE lessons,
- all pupils are making good progress and achieving expected outcomes,
- requests from parents/ carers to withdraw a child from non-statutory sex education lessons are managed effectively with suitable alternative learning provided.

2.2 The PSHCEE Lead

The PSHCEE Lead will ensure that RSHE is well planned and sequenced, both as part of overall long-term plans and schemes of work. With the support of the Head Teacher and senior leaders, the PSHCEE Lead is responsible for ensuring that RSHE is taught consistently well across the school and is suitably resourced. This might include liaising with and supporting staff and visiting professionals delivering key elements of the RSHE lessons. The PSHCEE Lead will work closely with others to ensure subject matter complements that delivered elsewhere in National Curriculum subjects.

They will work closely with the Designated Safeguarding Lead (DSL).

2.3 The Designated Safeguarding Lead (DSL)

The **Designated Safeguarding Lead (DSL)** will work closely with senior leaders, PSHCEE Lead to ensure that all aspects of the planned curriculum are suitable for individual pupils. They will plan with the PSHCEE Lead effective delivery, in a manner which is sensitive and mindful of pupil backgrounds and any adverse childhood experiences or possible abuse.

2.4 Teachers

Teaching staff responsible for delivering RSHE lessons must recognise the importance and value of RSE. They must seek support, advice, training and any additional professional development, wherever necessary to help them to deliver well-prepared, high quality learning experiences at all times.

2.5 Training Lead

Prosperity Children's Services has a Training Lead who will work closely with the Head Teacher to ensure that teaching staff:

- who plan and deliver RSHE have an appropriate level of expertise and knowledge.
- attend suitable training, learning and development opportunities delivered in-house or externally.

2.6 The Proprietor and School Governance

The Proprietor has provided a clear process for ensuring sound governance of the school. Monitoring and evaluation opportunities are built into the cycle of improvement and the half-termly school governance meetings. The Governance Chair will hold the Head Teacher and leadership team to account through scrutiny of all reviews of content, delivery and pupil outcomes in RSE. The Chair will

report back to the Proprietor, confirming that that all requirements continue to be met in line with this policy and DfE guidance.

3.0 DELIVERY OF CURRICULUM PLANS - IMPLEMENTATION

See section 1.7 for our curriculum aims. RSE is carefully planned and delivered mainly through PSHCEE. These lessons have weekly timetable lessons for all pupils.

3.1 The Place of RSHE in our Curriculum

RSE might be taught as part of a combination of topic areas, with some topics planned and delivered discretely. Staff will always take into full consideration the age and emotional maturity of pupils. Additional teaching might take place as part of assemblies, Science, Religious Studies and other areas of the curriculum. Our approach to teaching RSHE will always be sensitive and carefully planned to ensure pupils' needs are met appropriately. **Appendix 3** Curriculum Map – long-term plan of RSHE within the curriculum.

3.2 Curriculum Delivery

The way we deliver our RSHE curriculum will:

- be factual, objective, age and needs appropriate, non-judgemental and inclusive,
- support pupils to ask questions in a safe environment,
- be through a variety of approaches, including distancing techniques and/ or use of classroom question boxes. We will encourage pupils to provide their name but even anonymously, this provides pupils with a mechanism to ask any questions or raise issues, which they might find embarrassing,
- ensure that pupils' views and feelings are listened to,
- support pupils to take part in discussion, with ground rules being developed and shared with pupils as part of best practice. Establishing ground rules helps the management of appropriate discussion, with personal questions or comments being managed in a sensitive way,
- ensure that core knowledge is broken down into smaller units, which are manageable,
- provide opportunities to revisit and build on previous learning, supporting clear progression,
- be sequenced carefully, within a planned scheme of work, linked to other curriculum areas where relevant,
- include sufficient and well-identified opportunities and contexts for pupils to embed new knowledge so that they can apply it with confidence in real-life situations.
- address issues proactively and in a timely way, in line with pupils' age, needs and development.
- be in small classes which are grouped carefully by teaching staff, leaders and the DSL, where appropriate,
- consider the nature of the topic and group pupils according to gender, or provide whole class or one to one delivery,
- involve consideration of the cultural, religious or personal background of pupils, as well as their age, special educational needs (SEND) or additional needs,
- be by using carefully selected resources which are suitable for the needs of the pupils being taught. At no time will any inappropriate/ illegal images, videos or other materials be used in any circumstances,
- in line with all related school policies,

- not stigmatise any pupil based on their background, home circumstances or needs. Subject
 matter and delivery will be sensitive in reflecting that some children may have a different
 structure of support around them to others, e.g. children in care or young carers,
- take account of pupils who might be more susceptible to exploitation, bullying and other issues due to the nature of their SEND. Staff will identify appropriate action to mitigate this,
- support pupils to understand why victim blaming is always wrong. Staff will ensure balance
 when teaching pupils about making sensible decisions to stay safe, e.g. online, whilst being
 clear that it is never the fault of any child who is abused.
- be mindful that pupils might be discovering or understanding their sexual orientation or gender identity. All pupils should feel that the content is relevant to them and explored at a timely point, in a clear, sensitive and respectful manner,
- include content related to LGBT+, which is fully integrated into a range of topics; not stand alone or one-off learning,
- be proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves,
- foster healthy and respectful communication between pupils and others,
- provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic,
- raise awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated,
- raise awareness of the issues of sexting and youth produced sexual imagery, which are not taught in isolation and instead are taught as part of a developmental PSHCEE programme, with all recent government guidance carefully considered.

4.0 Use of External Professionals

We will seek ways to enhance curriculum delivery, by bringing in professionals with specialist knowledge and different ways of engaging pupils in some elements of RSE. We might access support from the NHS or local specialist services to provide advice, training or continuing professional development (CPD) for teaching staff. Other specialist provision can be sourced from school nurses and representatives from organisations like the NSPCC, who have a range of resources and workshops, including the "Speak Out/ Stay Safe" programme.

External speakers will not replace school staff, they will be used only to enhance the teaching we provide in some topic areas. School staff will always be present throughout any RSE sessions delivered by external professionals. Staff will make visitors clear about the approach to confidentiality and the school processes for sharing information or reporting concerns in line with our Safeguarding and Child Protection Policy. Similarly, we will consider whether information sharing is necessary and will follow our Data Protection Policy.

Suitable vetting will take place, before introducing visitors or external professionals to support delivery of any aspect of the curriculum. This will include checks to validate the person's credentials in line with the usual policies and procedures.

We will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is appropriate to pupils' age and needs. Teaching delivered by external experts will fit with the

planned curriculum and provisions of this protocol. The school will request and scrutinise learning materials and plans any visitor will use.

Where external agencies already work with any pupils, they will be consulted by a senior leader, or the DSL to ensure RSE content is delivered in an appropriate way.

5.0 SAFEGUARDING AND CONFIDENTIALITY

Keeping children safe is at the forefront of all we do. The RSHE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community, as part of our broader curriculum. Teaching staff are made aware of common adverse childhood experiences (ACEs), including family breakdown, bereavement, and exposure to violence in the home. We understand that pupils who have experienced problems at home may need and rely on school more as a key source of support.

Any subject matter which could be related to safeguarding is carefully planned with oversight from the PSHCEE Lead and the DSL. The DSL is likely to have knowledge of trusted professionals, services and high-quality local resources that could be used to support RSE delivery. The DSL will also have sound knowledge and understanding of any local issues which may be appropriate to address in lessons.

The DSL liaises with the PSHCEE Lead about the circumstances of individual pupils as required, including when and how adverse childhood experiences may be affecting any individual pupil and so may be influencing how they experience these in topic material. Additional professional advice will be sought if needed as related to those pupils, including support and advice from internal and external clinicians.

Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to an increased number of safeguarding reports. The Safeguarding and Child Protection Policy and related procedures must always be followed. Without exception, concerns or disclosures made within or as a result of RSHE or PSHCE lessons must be shared with the DSL. Staff ensure pupils are clear about how to raise their concerns, make a report and how any report will be managed. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

6.0 RESPONDING TO DIFFICULT QUESTIONS

The PSHCEE Lead will advise staff about different types of questions, including those which are appropriate and inappropriate in a class setting. Staff will be advised on how to ask and respond to questions, using agreed ground rules with pupils to support the process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question should be answered immediately. They might decide to inform the pupil that they will come back to their question at a later time. The staff member will decide to discuss possible responses to questions with a parent or carer, the PSHCEE Lead, the DSL or a member of the leadership team. Questions will be followed up with responses as appropriate, either with the individual pupil, with a small groups or whole class.

7.0 ASSESSMENT AND DELIVERY IMPACT

We have high expectations of pupil progress and outcomes in RSHE, as we do for all areas of the curriculum. We monitor the quality of teaching and learning, as well as the work pupils produce in RSHE. Our curriculum delivery builds on prior knowledge and learning, acquired by pupils in RSHE, PSHCEE and other subjects. Pupils are provided with regular feedback on their progress.

Assessment is used to identify learning and progress. It supports staff to identify where more support, interventions or additional challenge might help a pupil to learn and make better progress. Whilst there is no formal examined assessment for RSHE, teachers will assess all outcomes to capture progress. Assessment can take many forms including question and answer, tests, quizzes, written assignments, self-review, peer evaluation, mind-maps, presentations/ role-play, pupil interviews and learning portfolios, as appropriate.

We know that much of the impact of learning in RSHE and PSHCEE will not always be demonstrated in school. Much of the learning will underpin decisions and actions individuals make when they are adults in the world beyond school. To this end, we try to track pupils' destinations well after they have left school. Our focus is on ensuring they are in education, employment or training, and leading successful lives as adults. Through follow up and discussions, we try to ascertain success and whether former pupils have been able to apply learning in the community or at home as appropriate.

8.0 MONITORING AND REVIEW

8.1 Monitoring

The Head Teacher will ensure that support and oversight are in place for the PSHCEE Lead to monitor the quality of teaching and learning in RSHE. The overall quality of RSHE provision is also subject to regular and effective self-evaluation as part of termly review of all subjects as part of the quality assurance self-review cycle. Monitoring will take various forms, including feedback from lesson visits and speakers, learning walks, planning and work scrutiny, pupil and parent feedback and a review of the progress pupils make.

8.2 Review

The Head Teacher, lead teachers, the DSL and those responsible for governance will review:

- how effectively the curriculum is planned and delivered,
- whether staff teaching RSHE are suitably skilled and knowledgeable,
- whether and how well the RSHE curriculum reflects national guidance, local priorities and pupils' needs,
- if all pupils are being taught the curriculum as intended,
- the quality of teaching and whether it exemplifies best practice,
- whether teaching is consistently good across all class groups
- the suitability and accessibility of RSHE teaching and learning materials.

The Willows School will review this policy at least annually, to ensure it continues to reflect guidance and best practice.

8.3 National Review

The DfE formed an independent expert advisory panel in 2023 to advise on the review of the statutory curriculum for relationships, sex and health* education (*note, health will be taught as part of PSHCEE at our school). The DfE intend the outcome of the review to inform refinements to the current guidance, e.g. are the right topic areas covered? The intention of the DfE is to bring even greater clarity on how to teach sensitive subject matter and engage with parents and carers positively. Outcomes of that review will inform our own future policy and practice.

As the school becomes established, we will seek opportunities for pupils to be consulted. This might include completing a questionnaire and discussion with the School Council, as part of a pupil focus group (School Council) and inviting parents/carers to complete a questionnaire.

9.0 GUIDANCE AND REFERENCES

- Keeping Children Safe in Education (KCSiE), (DfE, 2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Talk Relationships Whole-School Approach Framework, NSPCC, 22 April 2024
- The Independent School Standards Guidance for Independent Schools (DfE, 2019)
- Principles of Good RSE (Sex Education Forum, 2017)
- Review of Sexual Abuse in Schools and Colleges (Ofsted, 2021)
- Sexual violence and Sexual Harassment between Children in schools and colleges (DfE, 2021)
- Preventing and Tackling Bullying (DfE, 2017)
- Three Steps to RSHE Success (Sex Education Forum, 2021)
- Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UKCCIS, 2016)
- Equality Act 2010: Advice for Schools (DfE, 2014)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, 2015)
- National Curriculum in England Key Stages 1-4 (DfE, 2014)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)

10.0 APPENDICES

Appendix 1: Summary of Key Content and how we plan to deliver the RSHE curriculum.

Appendix 2: Compulsory Aspects of RSHE

Appendix 3: Curriculum Map – Long-term plan of RSE across the Key Stages.

Appendix 1: Summary of Key Content - how we plan to deliver the RSHE curriculum, in line with DfE guidance.

Our curriculum is planned in a way that ensures the key content is taught at the appropriate time for individual pupils. The key content is outlined below and is provided within the DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education (PSHCEE).

10.1 By the end of Key Stage 2

By the end of Key Stage 2/ primary phase, 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 family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that other people's families, in school or elsewhere across the world, might look different from their family, and they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment made between two
 people, which is intended to be lifelong. Marriage in England and Wales is available to both
 opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex
 couples in England and Wales. The ceremony through which a couple get married may be civil
 or religious).
- 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, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or they make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any person.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

10.2 Sex Education at Secondary School (and at Post 16),

At secondary school (and at Post 16), pupils should continue to develop knowledge on topics as specified above for primary pupils and they should also know:

Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and
 protections not available to couples who are cohabiting or who have married, for example, in
 an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy,
- how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships);
- how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual
 orientation, or disability, can cause damage (e.g. how they might normalise non-consensual
 behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential
 to be shared online and the difficulty of removing potentially compromising material placed
 online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, so called 'honour-based' violence and female genital mutilation (FGM), and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual
 consent, and how and when consent can be withdrawn (in all contexts, including online).
 Intimate and sexual relationships, including sexual health.
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/ AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.

 how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

10.3 Related content in the National Curriculum for Science at Key Stages 1-4

- **Year 9 Inheritance and Evolution** how characteristics are passed from parents to offspring.
- **Year 11 Systems in the Body** how hormones influence growing up and feelings.

10.4 Related content in the Health Education curriculum as part of PSHCEE at Key Stages 1-4

- **Year 1** Roles of different people families; feeling cared for.
- Year 2 Managing secrets resisting pressure and getting help; recognising hurtful behaviour.

 Growing older naming body parts; moving class or year.
- Year 3 What makes a family features of family life.

 Personal boundaries safely responding to others; the impact of hurtful behaviour
- **Year 4 Physical and emotional changes in puberty -** external genitalia; personal hygiene routines; support with puberty.
- Year 5 Physical contact and feeling safe
 - Keeping safe in different situations, including responding in emergencies, first aid and FGM
- Year 6 Attraction to others romantic relationships; civil partnership and marriage.
 - Recognising and managing pressure consent in different situations
- Year 7 Health & Puberty Healthy routines, influences on health, puberty, unwanted contact, FGM.

 Building relationships self-worth, romance and friendships (including online) and relationship boundaries.
- **Year 8 Discrimination** discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia, and transphobia.
 - **Emotional wellbeing** mental health and emotional well-being, including body image and coping strategies.
 - **Identity and relationships** gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.
- **Year 9 Respectful relationships** families and parenting, healthy relationships, conflict resolution, and relationship changes
 - **Intimate relationships** relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.
- **Year 10 Healthy relationships** relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.

Year 11 Communication in relationships - personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.

Families - different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.

Appendix 2: Compulsory Aspects of RSHE

This table summarises the compulsory aspects of RSE, as set out by the DfE.

	KS1	KS2	KS3	KS4
Relationship	Must be taught.	Must be taught.	Must be taught.	Must be taught.
education	No parental right	No parental right	No parental right	No parental right
	to withdraw.	to withdraw.	to withdraw.	to withdraw.
Health Education	Must be taught.	Must be taught.	Must be taught.	Must be taught.
(delivered as part	No parental right	No parental right	No parental right	No parental right
of PSHCEE)	to withdraw.	to withdraw.	to withdraw.	to withdraw.
Science –	Must be taught.	Must be taught.	Must be taught.	Must be taught.
Reproduction	No parental right	No parental right	No parental right	No parental right
•	to withdraw.	to withdraw.	to withdraw.	to withdraw.
Sex education	Schools can choose	Schools can choose	Must be taught.	Must be taught.
(beyond the	whether to teach	whether to teach		Parents can
compulsory health	this.	this.	Parents can	withdraw until
and Science	Parents can	Parents can	withdraw.	three terms before
aspects of the	withdraw.	withdraw.		a child's 16th
curriculum				birthday.

Post 16 – Key Stage 5

As our school develops, we may consider extending our age range to include Post 16 provision. Should we do so, we will follow the Independent Schools Standards, which confirm that:

- PSHE is compulsory,
- where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs must be in place.

The DfE 16-19 study programme specifies that:

- the principles apply equally to students with SEND,
- all 16-19 pupils are expected to take part in meaningful non-qualification activity, such as activities to develop confidence, character, resilience and life-skills.

In relation to the SEND Code of Practice (2015):

- some pupils aged 16+ might have RSE related outcomes in their EHCP objectives, supporting their transition to adulthood,
- explains that after compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents.

Our schools will choose to continue to offer RSE for Post 16 students, in response to the above requirements and as a progression of learning for secondary pupils.

Appendix 3: Curriculum Map — long-term plan of RSHE within the curriculum for each half-term.

KS1/KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSHCEE - Re	elationships	PSHCEE – Living in	the Wider World	PSHCEE – Healt	h and wellbeing
	<u>Relationships</u>		<u>Health</u>		Relationships	
	Families and People who care for me Families and Friendships R1, R2, R3, R4, R5 Respectful Relationships Safe Relationships R10, R15, R17,		Internet safety and harms Media Literacy and Digital Resilience L7, L8		Respectful Relationships Growing and Changing H21 H22 H.	
						lationships Safe H34
	Respecting ourselv				<u>He</u>	<u>alth</u>
	Online Rel Safe Relatio				Physical health an	Nellbeing d mental wellbeing
	<u>Being</u> Safe Relationshi _l	<u> Safe</u> os R13, R15, R17				ging H11, H12, H13, 15, H24
Year 1		Vellbeing			Physical health and	ety and harms d mental wellbeing H9
	Relations	•			Keeping Sa	fe H28, H34
	Internet safety and harms Safe Relationships R10				Physical health an	th and fitness d mental wellbeing 3, H10
					Physical health an	y Eating d mental wellbeing , H3
					Physical health an	prevention d mental wellbeing , H8
	PSHCEE – Ro	elationships	PSHCEE – Living in	the Wider World	PSHCEE – Healt	h and wellbeing
	Relatio	onships	Relatio	onships	<u>He</u>	alth_
	Caring Rel Families and friends			Relationships community L4 L6	Physical Health and	<u>Wellbeing</u> d Mental Wellbeing 18 H19 H20
	Respectful Relationships Families and friendships R6, R8 Safe relationships R11 R12 Respecting Ourselves and Others R23 Online Relationships Safe relationships R12 R14 R20		Health Internet safety and harms			ol and tobacco Safe H37
Year 2			-	d Digital Resilience 9	Physical Health and	prevention d Mental Wellbeing 16 H7
	Being Safe relationships	<u>: Safe</u> R14 R18 R19 R20			· · · · · · · · · · · · · · · · · · ·	first aid H35 H36 H37
	Hea	alth_				olescent body nanging H25 H26
	Mental V Families and f Safe relations	•			3 2.1.2 0.	
	<u>Internet safe</u> Safe relatio					

R9 L11 L12 H17 H19 Respectful Relationships Safe Relationships R19 R22 Respecting Ourselves and others R31 Online Relationships L11 L12 H17 H19 Physical health and fitness Physical Health and Mental Wellbeing H4 H7 Healthy Eating				
Families and People who care for me Families and Friendships R1 R6 R7 R8 R9 Respectful Relationships Safe Relationships R19 R22 Respecting Ourselves and others R31 Online Relationships Safe Relationships R30 Respecting Ourselves and others R30 R31 Being Safe Safe Relationships R22 R24 Health Mental Wellbeing Safe Relationships R19 Internet safety and harms Media Literacy and Digital Resilience L11 L12 Physical Health and Mental Wellbeing H4 H7 Healthy Eating Physical Health and Mental Wellbeing H4 H7 Healthy Eating Physical Health and Mental Wellbeing H1 H2 H3 H6 H1 H2 H3 H6 R31 Respecting Ourselves and others R30		PSHCEE – Relationships	PSHCEE – Living in the Wider World	PSHCEE – Health and wellbeing
Families and Friendships R1 R6 R7 R8 R9 Media Literacy and Digital Resilience L11 L12 Respectful Relationships Safe Relationships R19 R22 Respecting Ourselves and others R31 Online Relationships Safe Relationships R24 R30 Respecting Ourselves and others R30 R31 Being Safe Safe Relationships R22 R24 Health Mental Wellbeing Safe Relationships R30 Respecting Ourselves and others R30 Respecting Ourselves and others R30 R31 Being Safe Safe Relationships R30 Respecting Ourselves and others R30 Respecting Ourselves and others R30 Respecting Ourselves and others R30		<u>Relationships</u>	<u>Health</u>	<u>Health</u>
Safe Relationships R19 R22 Respecting Ourselves and others R31 Online Relationships Safe Relationships R24 R30 Respecting Ourselves and others R30 R31 Being Safe Safe Relationships R22 R24 Health Mental Wellbeing Safe Relationships R19 Internet safety and harms Safe Relationships R30 Respecting Ourselves and others R30 Respecting Ourselves and others R30 Respecting Ourselves and others R30		Families and Friendships R1 R6 R7 R8	Media Literacy and Digital Resilience	Physical Health and Mental Wellbeing
Safe Relationships R24 R30 Respecting Ourselves and others R30 R31 Being Safe Safe Relationships R22 R24 Health Mental Wellbeing Safe Relationships R19 Internet safety and harms Safe Relationships R30 Respecting Ourselves and others R30		Safe Relationships R19 R22		Physical Health and Mental Wellbeing
Being Safe Safe Relationships R22 R24 Health Mental Wellbeing Safe Relationships R19 Internet safety and harms Safe Relationships R30 Respecting Ourselves and others R30	Year 3	Safe Relationships R24 R30 Respecting Ourselves and others R30		Physical Health and Mental Wellbeing
Mental Wellbeing Safe Relationships R19 Internet safety and harms Safe Relationships R30 Respecting Ourselves and others R30	icai 3	<u> </u>		
Safe Relationships R19 Internet safety and harms Safe Relationships R30 Respecting Ourselves and others R30		<u>Health</u>		
Safe Relationships R30 Respecting Ourselves and others R30				
PSHCEE – Relationships PSHCEE – Living in the Wider World PSHCEE – Health and wellbeing		Safe Relationships R30		
PSHCEE – Relationships PSHCEE – Living in the Wider World PSHCEE – Health and wellbeing				
		PSHCEE – Relationships	PSHCEE – Living in the Wider World	PSHCEE – Health and wellbeing
Relationships Relationships Health		Relationships	Relationships	<u>Health</u>
Caring Relationships Families and Friendships R10 R11 R13 Respectful Relationships Belonging to a community L6 L7 R18 Drugs, alcohol and tobacco Keeping Safe H46		Families and Friendships R10 R11 R13	ļ .	
Respectful Relationships Safe Relationships R20 R28 Respecting Ourselves and others R32 R33 Online Relationships Media Literacy and Digital Resilience L13 L14 H5 H11 Keeping Safe H10 H40		Safe Relationships R20 R28 Respecting Ourselves and others R32	Media Literacy and Digital Resilience	Physical Health and Mental Wellbeing H5 H11
Year 4 Online Relationships Safe Relationships R23 Mealth Changing Adolescent body Growing and Changing H30 H31 H32	Year 4		, 	Growing and Changing H30 H31 H32
Being Safe Safe Relationships R27 Internet safety and harms H34 Media Literacy and Digital Resilience L13 L14			Media Literacy and Digital Resilience	П34
<u>Health</u>		<u>Health</u>		
Mental Wellbeing Families and Friendships R13 Safe Relationships R20		Families and Friendships R13		
Internet safety and harms Safe Relationships R20				
PSHCEE – Relationships PSHCEE – Health and wellbeing		PSHCEE – Relationships		PSHCEE – Health and wellbeing
Year 5 Relationships Relationships				
Caring Relationships Families and Friendships R14 R16 Reeping Safe Keeping Safe H45	Year 5	<u>Relationships</u>		Relationships

	Respectful Relationships Families and Friendships R26 Online Relationships Safe Relationships R29 Being Safe Safe Relationships R25 R29		Health Mental Wellbeing Growing and Changing H16 Health and prevention Physical Health and Mental Wellbeing H8 H9 H10 H12 Basic first aid Keeping Safe H43 H44
Year 6	PSHCEE – Relationships Relationships Families and People who care for me Families and Friendships R1 R2 R3 R4 R5 R7 Respectful Relationships Safe Relationships R28 Respecting Ourselves and others R34 Online Relationships Safe Relationships Safe Relationships R29 Respecting Ourselves and others R30 Being Safe Safe Relationships R29	PSHCEE – Living in the Wider World Relationships Respectful Relationships Belonging to a community L8 L 9 R21 Online Relationships Media Literacy and Digital Resilience H37 L11 L13 L15 Health Internet safety and harms Media Literacy and Digital Resilience L11 L13 L15 L16 Money and Work L23	PSHCEE – Health and wellbeing Health Mental Wellbeing Physical Health and Mental Wellbeing H15 H20 H21 H22 H24 Growing and Changing H24 Internet safety and harms Physical Health and Mental Wellbeing H13 Keeping Safe H37 H42 Physical health and fitness Physical Health and Mental Wellbeing H14 Drugs, alcohol and tobacco Keeping Safe H46 H47 H48

KS3/KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSHCEE - Health	PSHCEE – Living in	PSHCEE -	PSHCEE - Health	PSHCEE -	PSHCEE – Living in
	and wellbeing	the wider world	Relationships	and wellbeing	<u>Relationships</u>	the wider world
	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	<u>Health</u>
	<u>Families</u>	Respectful relationships	<u>Families</u>	Being Safe	<u>Families</u>	Internet safety and harms
	Transition and Safety H2	including friendships	Diversity R38 Respectful	Health and Puberty H22	Building Relationships R2	Final decision making H32 L18
	Respectful relationships including friendships	Developing Skills and Aspirations R39 L10	relationships including friendships	Intimate and sexual relationships including sexual health	Respectful relationships including friendships	
	Transition and Safety R13	<u>Health</u>	Diversity R38 R40 R41	Health and Puberty	Building	
	·	Mental Wellbeing	<u>Health</u>		Relationships R2 R14 R16	
	Online and Media	Developing Skills and Aspirations L1	Internet safety and	<u>Health</u>	Online and Media	
	Transition and Safety H30 R13	and Aspirations Li	<u>harms</u>	Mental Wellbeing	Building	
	Intimate and sexual		Diversity R38	Health and Puberty H13 H14 H15	Relationships R14	
Year 7	relationships including sexual health			Internet safety and harms	Being Safe Building	
rear 7	Transition and			Health and Puberty	Relationships R24	
	Safety H2 R13			H13 H14	Intimate and sexual relationships	
	<u>Health</u>			Physical health and fitness	including sexual health	
	Mental Wellbeing Transition and			Health and Puberty H13 H14 H15	Building Relationships R2 R9	
	Safety H1 H2 L1			Healthy Eating	R11 R14 R24	
	Internet safety and				<u>Health</u>	
	<u>harms</u>			Health and Puberty H17 H18	Mental Wellbeing	
	Transition and Safety H30 R13			<u>Health and</u>	Building	
	Basic first aid			<u>prevention</u>	Relationships H1	
	Transition and			Health and Puberty H15 H20	Internet safety and harms	
	Safety H33			Changing	Building	
				Adolescent Body	Relationships R14	
				Health and Puberty H34		
	PSHCEE – Health	PSHCEE – Living in	PSHCEE -	PSHCEE – Health	PSHCEE -	PSHCEE – Living in
	and wellbeing	the wider world	<u>Relationships</u>	and wellbeing	<u>Relationships</u>	the wider world
	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education	Relationships and Sex education
Year 8	Respectful	Respectful	Respectful	<u>Health</u>	Respectful	<u>Families</u>
100.0	relationships including friendships	<u>relationships</u> <u>including</u> <u>friendships</u>	<u>relationships</u> <u>including</u> friendships	Mental Wellbeing	relationships including friendships	Digital Literacy L23 L27
	Drugs and Alcohol	Community and	Discrimination R39	Emotional Wellbeing H6 H7 H8 H10 H11 H12		Online and Media
	N42	Careers L10	R40 R41 R42	1120 1111 1112		

		C	 		I al a matific a mod	Disital Litara av. 112
	Intimate and sexual	Community and Careers R41	Intimate and sexual		Identify and	Digital Literacy H3
	relationships	Careers R41	relationships	<u>harms</u>	relationships R10	H30 R17 L20 L21
	including sexual	<u>Health</u>	including sexual	Emotional	R16 R25	L22 L25 L27
	<u>health</u>		<u>health</u>	Wellbeing H3 L24		<u>Health</u>
	Drugs and Alcohol	Mental Wellbeing	Discrimination R42			
	H5 H27			Physical health and	Online and Media	Mental Wellbeing
		Community and		<u>fitness</u>	Idontify and	
	I I a a lab	Careers L11		Emotional	Identify and relationships R29	Digital Literacy L25
	<u>Health</u>			Wellbeing H10	R30	Internet safety and
	Drugs, alcohol and			Weilbeilig 1110	1130	harms
	tobacco				Being Safe	<u> </u>
						Digital Literacy H3
	Drugs and Alcohol				Identify and	H30 H32 R17 L20
	H23 H24 H26 H27				relationships R25	L24 L27
	H29				R26 R27	
					Intimate and sexual	
					relationships	
					including sexual	
					health	
					Identify and	
					relationships H35	
					H36 R10 R18 R25	
					R26 R30	
					<u>Health</u>	
					Internet safety and	
					<u>harms</u>	
					Identify and	
					relationships R30	
					Changing	
					Adolescent body	
					Identify and	
					relationships R5	
					R18	
	PSHCEE – Health	PSHCEE – Living in	DCHCLL	DCUCET Licelth	PSHCEE –	DCUCEE Living in
	and wellbeing	the wider world	<u>PSHCEE –</u> Relationships	PSHCEE – Health and wellbeing	Relationships	PSHCEE – Living in the wider world
	and wendering	the wider world	<u>Kelationships</u>	and wendering	<u>Relationships</u>	the wider world
	Relationships and	<u>Health</u>	Relationships and	Relationships and	Relationships and	Relationships and
	Sex education		Sex education	Sex education	Sex education	Sex education
	<u>Families</u>	Mental Wellbeing	Families	Online and Media	Families	Families
	<u>r arrilles</u>	Setting Goals L2 L11	<u>Families</u>	Omme and Media	<u>Families</u>	<u>Families</u>
	Peer Influence,		Respectful	Healthy Lifestyle H3	Respectful	Employability Skills
	substance use and		Relationships H2 R6		<u>relationships</u>	L27
	gangs R1 R37 R46		R23 R35 R36	<u>Health</u>	including	D
	Door and C.		Domanic	Mental Wellbeing	<u>friendships</u>	Respectful
Year 9	Respectful relationships		Respectful relationships	THEIR WEIDENIG	Intimate	<u>relationships</u>
	relationships including		<u>relationships</u> including	Healthy Lifestyle	Relationships R7 R8	<u>including</u> <u>friendships</u>
	friendships		friendships	H15	meiadonanipa n/ no	<u>menusnips</u>
	inchasinps		пспалира	_	Online and Media	Employability Skills
	Peer Influence,		Respectful	Internet safety and		R13 R14
	substance use and		Relationships R19	<u>harms</u>	Intimate	
	gangs R37 R42		R21 R23	Hoalthy Lifestyle 112	Relationships R7 R8	Online and Media
			6.1.	Healthy Lifestyle H3	R29 R30 L21	Employability Skills
	Online and Media		Online and Media	Physical health and	Being Safe	R13 R14 L21
			Respectful	fitness	Dellig Jaie	N10 N14 L21
			Relationships R21			

			ī			l
	Peer Influence,			Healthy Lifestyle	Intimate	Intimate and sexual
	substance use and		Being Safe	H15	Relationships R24	<u>relationships</u>
	gangs R37		<u>Being date</u>		R26 R27	including sexual
			Respectful		Intimate and sexual	<u>health</u>
			Relationships R6	Healthy Eating	relationships	Employability Skills
	Being Safe				including sexual	R13
			Intimate and sexual	Healthy Lifestyle	health	
	Peer Influence,		<u>relationships</u>	H17 H18		<u>Health</u>
	substance use and		including sexual	Haalth and	Intimate	
	gangs R37		<u>health</u>	Health and prevention	Relationships R11	Mental Wellbeing
	Intimate and sexual		Respectful	prevention	R12 R18 R24 R26	Employability Skills
	relationships		Relationships R23	Healthy Lifestyle	R28 R30 R31 R33	L2
	including sexual			H15 H19	R34	LZ
	health		<u>Health</u>		<u>Health</u>	Internet safety and
					<u>rieaitii</u>	<u>harms</u>
	Peer Influence,		Mental Wellbeing		Internet safety and	
	substance use and		Respectful		harms	Employability Skills
	gangs H27 R37 R42		Relationships H2			R13 R14 L24 L27
	Lloolth				Intimate	
	<u>Health</u>		Internet safety and		Relationships R30	
	Internet safety and		harms		Character.	
	harms				Changing Adolescent body	
			Respectful		Adolescent body	
	Peer Influence,		Relationships R23		Intimate	
	substance use and				Relationships R18	
	gangs R37				•	
	Drugs, alcohol and					
	tobacco					
	tobacco					
	Peer Influence,					
	substance use and					
	gangs H24 H27 H28					
	gangs H24 H27 H28 H29 R20					
	H29 R20	DCUCES Living in	BCHCEE	DCUCET Hankle	Delicer	DCUCES Living in
	H29 R20 PSHCEE – Health	PSHCEE – Living in	PSHCEE – Relationships	PSHCEE – Health	PSHCEE – Relationships	PSHCEE – Living in the wider world
	H29 R20	PSHCEE – Living in the wider world	PSHCEE – Relationships	PSHCEE – Health and wellbeing	PSHCEE – Relationships	PSHCEE – Living in the wider world
	H29 R20 PSHCEE – Health					
	H29 R20 PSHCEE – Health and wellbeing	the wider world	Relationships	and wellbeing	Relationships	the wider world
	PSHCEE – Health and wellbeing Relationships and Sex education	the wider world Relationships and Sex education	Relationships Relationships and Sex education	and wellbeing Relationships and Sex education	Relationships Relationships and Sex education	the wider world Relationships and Sex education
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual	the wider world Relationships and	Relationships Relationships and	and wellbeing Relationships and Sex education Respectful	Relationships Relationships and	the wider world Relationships and Sex education Respectful
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships	the wider world Relationships and Sex education	Relationships Relationships and Sex education	and wellbeing Relationships and Sex education Respectful relationships	Relationships Relationships and Sex education Families	the wider world Relationships and Sex education Respectful relationships
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual	the wider world Relationships and Sex education Online and Media	Relationships Relationships and Sex education Families	and wellbeing Relationships and Sex education Respectful relationships including	Relationships Relationships and Sex education	the wider world Relationships and Sex education Respectful relationships including
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships	the wider world Relationships and Sex education Online and Media Financial decision	Relationships Relationships and Sex education Families Healthy	and wellbeing Relationships and Sex education Respectful relationships	Relationships Relationships and Sex education Families Addressing	the wider world Relationships and Sex education Respectful relationships
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual	the wider world Relationships and Sex education Online and Media Financial decision	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful	and wellbeing Relationships and Sex education Respectful relationships including	Relationships Relationships and Sex education Families Addressing Extremism and	the wider world Relationships and Sex education Respectful relationships including
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health	the wider world Relationships and Sex education Online and Media Financial decision making L25	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships	and wellbeing Relationships and Sex education Respectful relationships including friendships	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27	the wider world Relationships and Sex education Respectful relationships including friendships
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15
	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5
Voar 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 Health Physical health H3	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 Health Physical health H3	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30	the wider world Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence R20 R37	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence R20 R37	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing Extremism and	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8 R14 R15 R22	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence H20 R20 Health	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence H20 R20 Health Drugs, alcohol and tobacco	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing Extremism and radicalisation R14	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8 R14 R15 R22	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence H20 R20 Health Drugs, alcohol and tobacco Exploring Influence	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing Extremism and radicalisation R14	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience
Year 10	PSHCEE – Health and wellbeing Relationships and Sex education Intimate and sexual relationships including sexual health Mental Health H2 H6 Health Mental Wellbeing Mental Health H2 H6 H7 H8 H9 H10 Physical health and fitness	the wider world Relationships and Sex education Online and Media Financial decision making L25 Health Internet safety and harms Financial decision making H25 R38 L18	Relationships Relationships and Sex education Families Healthy relationships R1 R2 Respectful relationships including friendships Healthy relationships R1 R6 R7 R28 R29 R30 R31 Online and Media Healthy relationships R8 R14 R15 R22 Being Safe	and wellbeing Relationships and Sex education Respectful relationships including friendships Exploring Influence R36 Being Safe Exploring Influence R20 R37 Intimate and sexual relationships including sexual health Exploring Influence H20 R20 Health Drugs, alcohol and tobacco	Relationships Relationships and Sex education Families Addressing Extremism and radicalisation R10 L24 L27 Respectful relationships including friendships Addressing Extremism and radicalisation R5 R6 R10 R28 R29 R30 R31 R34 L29 Online and Media Addressing Extremism and radicalisation R14	Relationships and Sex education Respectful relationships including friendships Work Experience L5 L15 Online and Media Work Experience L11 L12 L23 Health Internet safety and harms Work Experience

R19 R22 R28 R29 Being Safe	
R30 R31	
Addressing	
Intimate and sexual Extremism and	
radicalisation R28	
including sexual R29 R30 R31	
health Living	
Intimate and sexual	
Healthy <u>relationships</u>	
relationships R1 R2 including sexual	
R3 R7 R18 R28 <u>health</u>	
Hoolth	
Health Addressing	
Extremism and Mental Wellbeing radicalisation R9	
R10 R28 Healthy	
relationships R1 Health	
readolishps KI readu	
Internet safety and Internet safety and	
harms harms	
Healthy Addressing	
relationships R3 R7 Extremism and	
R14 R15 R22 R29 radicalisation R14	
R30 R31 R29 R30 R31 R34	
L24 L26	
<u>Changing</u>	
Adolescent body Changing	
Adolescent body	
Healthy	
relationships R6 Addressing	
Extremism and	
radicalisation R6	
PSHCEE – Health PSHCEE – Living in PSHCEE – PSHCEE – Health PSHCEE –	
and wellbeing the wider world Relationships and wellbeing Relationships	
Relationships and Health Relationships and Relationships a	
Sex education Sex education Sex education Sex education	
Internet safety and	
Online and Media harms Families Online and Media Families	
Next Steps L11 Communication in Independence H3 Families R4 R25 R33	
future H3 L22 relationships R17 R23 Being Safe Respectful	
R23 Being Sate Respectful relationships	
relationships Respectful Independence H23 including	
incoperation in income	
including sexual relationships friendships	
including sexual health including health health including health health including health health health	
including sexual health Building for the including sexual health Building for the including friendships including friendships including sexual including sexual Families R12 R13	
including sexual health health friendships friendships friendships friendships friendships Families R12 R13	
including sexual health Building for the future H2 H4 Year 11 Including sexual friendships including friendships including friendships including sexual relationships including sexual friendships including sexual Families R12 R13	
Including sexual health Independence H14 Inde	
including sexual health Building for the future H2 H4 Health Health including friendships Communication in relationships sincluding sexual relationships R16 Communication in relationships R16 Health Online and Media including relationships including sexual relationships inc	
including sexual health Building for the future H2 H4 Health Mental Wellbeing including friendships including friendships including friendships including friendships including friendships including friendships including sexual relationships including sexual relationships including relationships including relationships including sexual relationships including relationships including sexual relationships i	
Intimate and sexual Families R12 R13 Families R33 Families	
Including sexual health Priendships including friendships Intimate and sexual relationships including sexual health Priendships including sexual relationships including sexual health Priendships including sexual relationships R16 Priendships including sexual health Priendships including sexual relationships R16 Priendships including sexual health Priendships including sexual relationships R16 Priendships including sexual relationships R16 Priendships including sexual relationships R16 Priendships including sexual relationships including sexual relationships including sexual relationships including sexual relationships including sexual including sexual relationships including sexua	
Telationships Intimate and sexual Families R12 R13 Families R33	
including sexual health Year 11 Fighting for the future H2 H4 Health Mental Wellbeing Building for the future H2 H8 Mental Wellbeing Building for the future H2 H8 Mental Wellbeing Building for the future H2 H8 Mental Wellbeing Families R12 R13 Families R12 R13 Intimate and sexual relationships including sexual health Mental Wellbeing Mental Wellbeing Mental Wellbeing Mental Wellbeing Mental Wellbeing Mental Wellbeing Intimate and sexual relationships including sexual health Independence H11 Families R33	
Telationships Intimate and sexual Families R12 R13 Families R33	
including sexual health Year 11 Plant including friendships Building for the future H2 H4 Health Mental Wellbeing Building for the future H2 H8 Mental Wellbeing Being Safe Mental Wellbeing R17 H22 Being Safe Mental Wellbeing Mental Wellbeing Internet safety and Internet safety and Internet safety and Mental Wellbeing Internet safety and Internet safety and Mental Wellbeing Internet safety and Internet safety and Mental Wellbeing Internet safety and Internet safety and Internet safety and Mental Wellbeing Internet safety and Internet safety and Internet safety and Mental Wellbeing Internet safety and Internet safety and Internet safety and Mental Wellbeing	
Telationships Intimate and sexual Families R12 R13 Families R33	
including sexual health Year 11 Pear 12 Pear 13 Priendships Including sexual Pear 13 Pea	
including sexual health Year 11 Pear 12 Pear 13 Intimate and sexual relationships Including sexual Pear 11 Pear 11 Pear 11 Pear 11 Pear 11 Pear 12 Pear 13	
including sexual health Year 11 Pear 12 Pear 13 Pear	
Including sexual health Price of the future H2 H4 Price of the future H2 H8 Price of the future H2 H2 Price of the future H3 H12 Price of the future H3 H13 Price o	
Part	

	including sexual	Independence H11	
	<u>health</u>	H15 H16	
	Communication in	Healthy Eating	
	relationships H26 H27 H28 H29 R17	Independence H11	
	R21 R23 R32 Health	Health and prevention	
	Internet safety and harms	Independence H11 H16	
	Communication in relationships R16	Basic first aid	
	R17	Independence H24	

PSHCEE Mandatory Requirements Taught Across the Curriculum

Physical Education (PE)

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health.

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Science

The science relating to blood, organ and stem cell donation.

Awareness of the dangers of drugs which are prescribed but still present serious health risks.

The facts and science relating to immunisation and vaccination.

How the different sexually transmitted infections (STIs), including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.

The prevalence of some STIs, the impact they can have on those who contact them and key facts about treatment.

Key facts about puberty, the changing adolescent body and menstrual well-being.

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.

Food Technology

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Functional Living Skills

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Dental Hygiene – standalone day

Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Emotional Literacy

How to talk about emotions accurately and sensitively, using appropriate vocabulary.

How to recognise the early signs of mental health and well-being concerns.