DERBY MOOR
SPENCER ACADEMY

Policy Title: Relationships, Sex and Health Education (RSHE) Policy

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Ratified by the Governing Body: TBC
Parent/carer consultation: TBC - completed
Next review due: Autumn Term 2027
Effective from: 1 September 2026

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1. Introduction

Derby Moor Spencer Academy is an 11–18 mixed comprehensive school situated on Moorway Lane in Littleover, Derby. The curriculum is developed in response to the needs of pupils who attend the Academy, including pupils with special educational needs and disabilities (SEND).

This policy has been prepared for implementation from 1 September 2026 and has regard to the Department for Education (DfE) statutory guidance Relationships Education, Relationships and Sex Education (RSHE) and Health Education, revised in July 2025 for introduction on 1 September 2026, together with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Before this version is ratified, the Academy will proactively engage and consult parents and carers and will consider the views of pupils and staff; the consultation date/method and approval date should be recorded on the cover page. The policy will be published on the Academy website and a copy will be provided free of charge to anyone who requests one.

2. Aims

Relationships and Sexual Health Education (RSHE) will help pupils understand the characteristics of positive, safe and respectful relationships of all kinds, including families, friendships and intimate relationships. It will support pupils to understand boundaries and consent, recognise unhealthy or abusive behaviour, resist pressure and know how and where to obtain help.

Sex education within RSE will be factual, age- and stage-appropriate, inclusive and non-judgemental. It will support pupils to understand sexual health, reproductive health and the law, and to make safe and informed choices. Effective RSE does not encourage or normalise early sexual activity.

Health Education will develop pupils' understanding of mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol, tobacco, vaping and nicotine products, internet safety and harms, health protection and prevention, basic first aid, puberty, menstrual and gynaecological health, reproductive health, fertility and menopause.

The programme will build on pupils' prior learning from primary Relationships Education and will be carefully sequenced across Key Stages 3 and 4. It will be responsive to the needs of pupils and the local community while ensuring that all statutory content is covered by the end of secondary education.

In addition, the Academy believes that RSHE should:

- Be an entitlement for all pupils and be accessible to pupils with SEND.
- Promote kindness, care, respect, equality, self-respect, resilience and positive relationships.

- Give pupils opportunities to practise communication, decision-making, boundary-setting and help-seeking skills.
- Provide accurate information about the law and distinguish fact from opinion, including where issues are contested.
- Create a safe and supportive environment in which questions can be asked without stigma or embarrassment.
- Recognise parents and carers as important partners and be transparent about what is taught and the materials used.
- Work appropriately with safeguarding, health and other specialist services while retaining school responsibility for curriculum content and delivery.

3. Subject content and delivery

RSHE is compulsory for pupils receiving secondary education and Health Education is compulsory in state-funded secondary schools. The Academy will teach all statutory curriculum content in the revised DfE guidance that applies from 1 September 2026. Detailed schemes of work will identify where content is taught across Personal Development (PD), science, computing, PE, citizenship/tutor provision and other relevant curriculum areas, avoiding unnecessary duplication and building progressively on prior learning.

For parental clarity, this policy differentiates between relationships education and sex education within RSE. Relationships education includes families, friendships, respectful relationships, boundaries, consent, online relationships, safety and abuse prevention and does not require explanation of the detail of different forms of sexual activity. Sex education within RSHE includes teaching that explains sexual activity and sexual health in greater detail; the Academy will identify this content to parents in advance. Related biological content required through science remains compulsory and is not subject to parental withdrawal. Health Education is also not subject to parental withdrawal.

RSHE lessons may involve sensitive questions or issues. Staff will establish ground rules and use appropriate distancing techniques. Questions will be answered honestly, factually and in an age- and stage-appropriate way. Where a question is not appropriate for whole-class discussion, or relates to sex education the Academy does not cover or from which a pupil has been withdrawn, staff will support the pupil appropriately, which may include speaking individually, encouraging discussion with a parent or trusted adult, signposting to suitable services and seeking advice from the RSHE Lead or DSL.

Curriculum planning will be based on the DfE statutory guidance for introduction on 1 September 2026 and will be informed by reliable, evidence-based and medically accurate sources. The statutory content headings are summarised in Appendix 2 and the Academy's intended year-group curriculum map is set out in Appendix 3. Curriculum content and sequencing will be reviewed in light of pupil need, safeguarding intelligence, local context and emerging risks.

Parent and Carer Transparency

The Academy will proactively inform parents and carers about what is taught in RSHE and will make them aware in advance of sex education content. A representative sample of the resources planned for use will be shown to parents, and parents and carers will be able to view all curriculum materials used to teach RSHE on request. Copyright may affect the method by which a resource is shared but will not be used as a reason to refuse access. Requests to view materials should be made to the Academy through the usual contact arrangements.

When external resources are used, the Academy will not agree contractual restrictions that prevent parents from viewing content used with pupils. Resources will be checked for accuracy, impartiality, age and stage appropriateness, accessibility and sensitivity to pupils' needs.

RSHE will be delivered primarily through Personal Development lessons, supported by relevant curriculum and tutor provision. Staff delivering RSHE will receive appropriate continuing professional development (CPD), including safeguarding training, and will be supported to deliver participative and interactive learning safely and confidently. Assessment and feedback will be used to identify where pupils need additional support or intervention.

Teaching will be adapted so that it is accessible to all pupils, including pupils with SEND, using strategies such as clear and simplified language, visual support, repetition, pre-teaching or additional adult support where appropriate. Sensitive mental-health content, including self-harm, eating disorders and any direct suicide-prevention teaching, will be handled in accordance with DfE safeguards: staff will be appropriately trained, direct suicide-prevention teaching will be informed by consultation with mental-health professionals, and teaching will not include methods or instructional content that could increase risk. Any concern or disclosure will be managed through safeguarding procedures.

A breakdown of intended content by year group is shown in Appendix 3. The detailed scheme of work will be checked annually against the full statutory content.

4. Evaluation and monitoring of content

The RSHE Lead will work with colleagues to ensure that RSHE is taught in a safe, supportive and well-sequenced way and that pupils are making progress towards the statutory outcomes. Pupil voice, staff feedback and appropriate engagement with parents and carers will inform curriculum review.

The effectiveness of the curriculum will be monitored through curriculum review, assessment, pupil work and feedback. The RSHE/Personal Development Lead will meet regularly with the Designated Safeguarding Lead (DSL) so that emerging safeguarding themes and local risks can inform curriculum planning. Significant changes to the published approach will be communicated to parents and relevant materials will remain available on request.

The Governing Body is responsible for oversight of this policy and for ensuring that statutory requirements are met. The policy will be reviewed at least annually, or sooner where there is a change in statutory guidance, legislation, local need or safeguarding risk.

RSHE contributes to the Academy's wider responsibilities for pupils' personal development, behaviour, welfare, safeguarding and spiritual, moral, social and cultural development. The Academy will retain evidence of curriculum intent, implementation and evaluation as part of its normal quality-assurance processes.

5. Roles and responsibilities

The School Governors

- Ensure the RSHE policy is fit for purpose, reflects current statutory guidance and meets the Academy's legal obligations.
- Ensure parents and carers are proactively engaged and consulted when the policy is developed or reviewed, and that the outcome is considered before approval.

The Principal

- Monitor implementation of this policy and ensure adequate curriculum time, staffing and resources.
- Ensure staff understand the policy, safeguarding expectations and their responsibilities.
- Ensure staff delivering RSHE have access to appropriate subject knowledge, CPD and safeguarding training.
- Ensure parents and carers receive clear information about curriculum content, materials, external providers and the right to request withdrawal from sex education.

Human Development / Personal Development Faculty Leader (RSHE Lead)

- Lead curriculum planning and implementation with the Principal and ensure coverage of the statutory content.
- Provide and coordinate appropriate CPD for staff delivering RSHE and support staff with sensitive or difficult questions.
- Monitor and evaluate curriculum quality, pupil progress, accessibility and the suitability of resources for all pupils.
- Liaise with the DSL and other curriculum leaders so that RSHE responds appropriately to safeguarding themes and complements related curriculum content.

Staff

- Create a safe and supportive learning environment, including clear ground rules and appropriate teaching strategies.
- Follow current statutory guidance, this policy, the Academy safeguarding/child protection policy and staff training.

- Use accurate, age- and stage-appropriate, unbiased and accessible resources and identify concerns about resources to the RSHE lead.
- Teach applicable law factually and support pupils to distinguish established facts from opinions or contested views.
- Respond appropriately to questions and disclosures and report safeguarding concerns without delay in accordance with Academy procedures.
- Signpost pupils to appropriate sources of support and advice when required.

Parents and carers

Parents and carers are important partners in RSHE. The Academy will provide opportunities to understand the curriculum, ask questions, view materials and contribute to policy review. Parents do not have a veto over statutory curriculum content but will be consulted on the policy and kept informed about sex education content.

6. Inclusion and equality

Equality, culture and religion

The Academy will comply with the Equality Act 2010, including the Public Sector Equality Duty, and will not unlawfully discriminate or harass pupils because of a protected characteristic. The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Teaching will be sensitive to pupils' religious and cultural backgrounds while ensuring that pupils receive their statutory entitlement. Where the Academy identifies a specific need, a topic may in some circumstances be taught in single-sex groups, provided pupils receive equivalent entitlement and the approach does not reinforce stereotypes or imply that responsibility for preventing abuse rests with victims.

Pupils with Special Educational Needs and Disabilities (SEND)

RSHE will be accessible to pupils with SEND and will support preparation for adulthood. The Academy recognises that some pupils with SEND may be more vulnerable to bullying, exploitation, harmful sexual behaviour, sexual abuse or violence and will take this into account when designing and delivering the curriculum.

High-quality teaching, reasonable adjustments and appropriate differentiation will be used. Content may be adapted to the pupil's developmental stage without removing their entitlement to the statutory knowledge and skills they need to keep themselves and others safe. Specialist advice will be sought where necessary.

Sexual orientation, biological sex and gender reassignment

Teaching will promote equality and respect for all pupils. At secondary level, pupils will have appropriate opportunities to learn about stable and healthy same-sex relationships, integrated within the programme rather than restricted to a single stand-alone lesson. Pupils will learn the facts and the law about biological sex and the protected characteristic of gender reassignment. Where matters go beyond established facts and law and are contested, staff will not present a particular contested view as fact. All pupils will be treated with dignity and respect, and bullying or disrespectful language or behaviour will be challenged.

7. Right to request withdrawal from sex education

Parents and carers have the right to request that their child is withdrawn from some or all sex education delivered as part of statutory RSHE. There is no right to withdraw from relationships education, Health Education or content taught as part of the science curriculum, including relevant science content on puberty or sexual reproduction. The Academy will make clear to parents which

planned content constitutes sex education within RSHE. A request should be made in writing to the Principal via info@derbymoorspencer.org.uk Before a decision is made, the Principal (or a delegated senior leader) will normally discuss the request with the parent or carer and, where appropriate, the pupil, to understand their wishes, explain the nature and purpose of the curriculum and discuss potential effects of withdrawal. A record of the discussion and decision will be kept. Except in exceptional circumstances, the Academy will respect the request up to three terms before the pupil turns 16. From that point, if the pupil wishes to receive sex education, the Academy will make arrangements for them to do so during one of those terms and will ensure pupils know about this option.

Where a pupil is withdrawn, the Academy will provide appropriate, purposeful education during the withdrawal period. If a withdrawn pupil asks a question relating to sex education, staff will respond supportively and in line with the approach to sensitive questions in section 3, recognising the risk that unanswered questions may lead pupils to unreliable or unsafe sources of information.

8. Working with external agencies

External organisations may be used to enhance RSHE by bringing specialist knowledge or different ways of engaging pupils, but they will not replace the Academy's responsibility for the curriculum. Before use, the Academy will check the credentials and suitability of the provider, review lesson plans and all materials in advance, and ensure that content is accurate, unbiased, age- and stage-appropriate, accessible to pupils with SEND, consistent with this policy and the planned programme, and sensitive to pupils' needs. Parents will be informed about relevant external providers and will be able to view materials on request.

The Academy will agree safeguarding and confidentiality arrangements with the provider before delivery. A member of Academy staff will normally be present. External providers must understand how to respond to and report safeguarding concerns in line with Academy procedures. The Academy will not enter into contractual arrangements that prevent parents from viewing curriculum materials used with pupils.

9. Safeguarding and confidentiality

RSHE can lead to safeguarding disclosures. Staff must not promise confidentiality to a pupil. If a member of staff has any concern about a pupil's welfare, they must act on it immediately, report the concern to the Designated Safeguarding Lead (DSL) or a deputy without delay and follow the Academy's child protection/safeguarding policy and Keeping Children Safe in Education (KCSIE). If a child is in immediate danger, emergency procedures must be followed.

Information will be handled with an appropriate level of confidentiality and shared only with those who need to be involved to safeguard the child. Pupils will be told, in an age-appropriate way, how confidentiality works in RSHE lessons and what may happen if they make a disclosure about themselves or another person.

Health professionals and external specialists remain subject to their professional duties and must also follow the safeguarding arrangements agreed with the Academy for classroom delivery. Staff and visitors must comply with applicable statutory reporting duties, including any mandatory reporting requirements in force at the time.

Pupils will be signposted to trusted sources of support for relationships, sexual health, mental health and safeguarding concerns. The DSL will maintain awareness of relevant local support and emerging local risks so that appropriate information can be reflected in curriculum planning and pupil support.

10. Links with other policies

This policy should be read in conjunction with relevant Trust/Academy policies and guidance, including:

- Safeguarding / Child Protection Policy
- Equality and Diversity / Equality Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- Mental Health and Wellbeing arrangements where applicable

Appendix 1 – Key statutory and related guidance

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance for introduction 1 September 2026
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

https://www.legislation.gov.uk/uksi/2019/924/contents

Department for Education: Keeping Children Safe in Education 2026 (from 1 September 2026)

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Equality Act 2010: advice for schools

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

SEND Code of Practice: 0 to 25 years

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Working Together to Safeguard Children 2026

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Appendix 2 – Statutory curriculum content overview from September 2026

By the end of secondary education, the Academy will ensure that pupils have been taught the statutory content in the DfE guidance. RSHE includes the following broad strands: families; respectful relationships; online and media; being safe; intimate and sexual relationships including sexual health; and relevant law.
Health Education includes the following broad strands: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol, tobacco, vaping and nicotine products; health protection and prevention and understanding the healthcare system; basic first aid; and the changing adolescent body, including puberty, menstrual and gynaecological health, reproductive health, fertility and menopause. Detailed curriculum planning will be audited against the complete statutory statements in the DfE guidance, not only against this summary.

Appendix 3 – Intended curriculum map 2026–27

The following map shows the Academy's intended sequencing across Years 7–11. It is an overview rather than a substitute for the full statutory-content audit. It should be read alongside detailed schemes of work and curriculum coverage in science, computing, PE and other relevant subjects. The RSHE lead has mapped every statutory statement in the September 2026 DfE guidance to a year group, lesson or curriculum area and retain that audit as curriculum evidence. Exact timing may be adjusted in response to cohort needs, safeguarding intelligence or local issues, while ensuring all statutory content is covered by the end of secondary education. Parents will be informed of significant changes and will be told about sex education content in advance.

Year 7 – Timetabled 1 lesson a fortnight (approximately 20 each academic year):

Autumn 1

RSHE Theme - Emotional Wellbeing: Managing Change and Transition

(This unit helps students transition to secondary school, set learning goals and develop and social and emotional skills)

PSHE Association Learning Objectives:

- Mental Health and Wellbeing **- 1,3,4,6,7,9**
- Healthy and Positive Relationships **- 1**

Autumn 2

RSHE Theme - Relationships: Friendships and Bullying

(This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 1,2,7,10**
- Inclusion, Bullying and Discrimination **- 1,5**
- Personal Safety, Risk and Influence **- 6,7**
- Harmful Relationship Behaviours **- 7**

Spring 1

RSHE Theme - Relationships: Families and Changing Relationships

(This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 2,4,5,8,9,10**
- Mental Health and Wellbeing – 5

Spring 2

RSHE Theme - Puberty and Keeping Safe

(This unit revisits learning about puberty from KS2 as well focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse)

PSHE Association Learning Objectives:

- Puberty and Adolescence **- 1,2,3**
- Harmful Relationship Behaviours **- 1,2,4,5,9**
- Keeping Well, Health Services and First Aid **– 3**

Summer 1

RSHE Theme - Influences on Relationships

(This unit helps students to consider influences on their expectations of and attitudes towards relationships, including online and media influences)

PSHE Association Learning Objectives: Healthy and Positive Relationships - 2,6,7,8,9,10

- Boundaries and Consent, 1,3, Online Harms - **1,2,3,7**
- Personal Safety, Risk and Influence – **3**

Summer 2

Economic and Careers Theme - Financial Decisions

(This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending)

PSHE Association Learning Objectives:

- Online Life - 8, Economic Wellbeing - **1,3,4**
- Careers Education, Aspirations, Learning and Work - **1,2,3**

Year 8 – Timetabled 1 lesson a fortnight (approximately 20 each academic year):

Autumn 1

RSHE Theme - Health and Wellbeing

(This unit helps students develop decision-making skills that support a healthy lifestyle and their wellbeing: from consideration about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing)

PSHE Association Learning Objectives:

- Healthy Lifestyles **- 1,2,3,4,5,6,**
- Keeping Well, Health Services and First Aid **- 1,2,4,**
- Mental Health and Wellbeing **- 3,8**

Autumn 2

RSHE Theme - Personal Safety and Managing Risk

(This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including roads, around water and in relation to alcohol and other drugs/substances)

PSHE Association Learning Objectives:

- Personal Safety, Risk and Influence **- 2,5**
- Drug Education **- 2,4,5,6,7**
- Keeping Well, Health Services and First Aid **- 5,7,8**

Spring 1

RSHE Theme - Belonging and Community

(This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion)

PSHE Association Learning Objectives:

- Inclusion, Bullying and Discrimination **- 1,2,3,4,5,**
- Harmful Relationship Behaviours **- 7,**
- Personal Safety, Risk and Influence **– 2**

Spring 2

RSHE Theme - The Online World

(This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users)

PSHE Association Learning Objectives:

- Economic Wellbeing **- 2,3,4**
- Online Life **- 3,4,5,6,7,8,9,10**
- Personal Safety, Risk and Influence **- 3,4**

Summer 1

RSHE Theme - Healthy and Unhealthy Relationships

(This unit introduces a range of relationship issues facing young people, including harassment, image sharing and generated violence, and how to get support)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 1,2,3,6**
- Boundaries and Consent **- 1,2,3,4,5,6**
- Harmful Relationship Behaviours **- 3,4,5,6,7,8**
- Online Life **- 1,2,4**
- Online Harms **- 5, 7**

Summer 2

Economic Wellbeing and Careers Theme - Managing Money

(This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing)

- PSHE Association Learning Objectives: Economic Wellbeing **- 1,2,3,4**

Year 9 – Timetabled 1 lesson a fortnight (approximately 20 each academic year):

Autumn 1

Mental Health and Wellbeing

(Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations)

PSHE Association Learning Objectives:

- Mental Health and Wellbeing **- 1,2,6,7,9,10**
- Healthy and Positive Relationships **- 1**
- Online Life **- 1**
- Online Harms **2**

Autumn 2

RSHE Theme - Navigating Online Harms

(This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives)

PSHE Association Learning Objectives:

- Harmful Relationship Behaviours **- 1,7,8**
- Online Life **- 1,2,3,6**
- Online Harms **- 2,4,5,6,7**

Spring 1

Economic Wellbeing and Careers Theme - Careers and Future Choices

(This units supports students to prepare for making GCSE and BTEC option choices by thinking about career goals and future)

PSHE Association Learning Objectives:

- Careers Education, Aspirations, Learning and Work **- 1,2,3,4,5,6,7,8,9**
- Healthy and Positive Relationships **– 1**

Spring 2

RSHE Theme - Managing Risk in Relation to the Law

(This unit helps students to assess ways young people might be drawn into criminal behaviour and the impact of breaking the law)

PSHE Association Learning Objectives:

- Personal Safety, Risk and Influence **- 1,7,8,9**
- Online Life **- 1,3,7**
- Keeping Well, Health Services and First Aid **– 6**

Summer 1

RSHE Theme - Intimate Sexual Relationships

(This unit helps students revisit learning about consent and learn about healthy, safe sexual relationships, including the use of contraception)

PSHE Association Learning Objectives:

- Sex Education **- 1,2,3,4,5,6,7,8**
- Boundaries and Consent **- 1,2,4,5,6**
- Healthy and Positive Relationships **- 3,6,7,9**

- Keeping Well, Health Services and First Aid **- 8**
- Puberty and Adolescence **– 4**

Summer 2

RSHE Theme - Drug and Substances Education

(This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes, cigarettes and other substances)

PSHE Association Learning Objectives:

- Drug Education **- 1,2,3,4,6,7**
- Personal Safety, Risk and Influence **- 2,3,5,7**

Year 10 – Approximately 14 lessons on a rota throughout the academic year

RSHE Theme - Independence, Health Choices and Wellbeing

(This unit supports students to make informed, healthy and responsible health choices as they transition to KS4)

PSHE Association Learning Objectives:

- Careers Education, Aspirations, Learning and Work **- 10,11**
- Healthy Lifestyles **- 7,8,9,10,11,13,13**
- Keeping Well, Health Services and First Aid **- 9,13**
- Reproductive Health and Fertility **– 1**

RSHE Theme - Navigating the Online

(This unit helps students understand the risks of AI and digital technologies, including misinformation, deepfakes and sharing images)

PSHE Association Learning Objectives:

- Online Life **- 11,13,15,16**
- Online Harms **- 8**
- Mental Health and Wellbeing **- 13**
- Careers Education, Aspirations and Learning and Work **– 14**

RSHE Theme - Friendship, Diversity and Challenging Extremism

(This unit supports students to challenge bullying and harmful attitudes, promote inclusion and recognise and respond to extremism)

PSHE Association Learning Objectives:

- Inclusion, Bullying and Discrimination **- 6,7,8,9,15,16**
- Healthy and Positive Relationships **- 11,12**

RSHE – Theme Managing Influence

(This Unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, recognise the impact of content on wellbeing, attitudes and behaviour)

PSHE Association Learning Objectives:

- Inclusion, Bullying and Discrimination **- 10,11,12,13**
- Online Life **- 11,12,14,15**
- Online Harms **- 9,10,14**
- Economic Wellbeing **- 5,6,7,8,910,11**

RSHE Theme - Exploring Consent and Recognising Abuse

(This unit revisits and deepens students' understanding of consent and helps them recognise, challenge and seek support for harmful behaviours or abuse)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 16**
- Boundaries and Consent **- 7, 8, 9,10,11**
- Online Harms **11,12,13**
- Harmful Relationship Behaviours **- 13,17**

Economic Wellbeing and Careers Theme - Study, Work and Careers

(This unit explores career choices and pathways, work experience and applications for study or work)

PSHE Association Learning Objectives:

- Careers Education, Aspirations, Learning and Work **- 12,13,14,15,16,17,18,19,20,21,22,23,24**

Year 11 – Approximately 10 lessons on a rota throughout the academic year

RSHE Theme - Life-Long Wellbeing

(This unit revisits and builds on prior learning about mental health helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams)

PSHE Association Learning Objectives:

- Mental Health and Wellbeing **- 11,12,13,14,15,16,18,19**

RSHE Theme - Drug, Substances and Personal Safety

(This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support)

PSHE Association Learning Objectives:

- Drug Education **- 8,9,10,11,12,13,14**
- Personal Safety, Risk and Influence **- 10,11,12,13,14,15,16**
- Mental Health and Wellbeing **– 17**
- Harmful Relationship Behaviours **- 12,14**

RSHE Theme - Safe Relationships and Sexual Health

(This unit helps students to recognise to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 11,12,13,14,15,17**
- Harmful Relationship Behaviours **- 10,11,15,16**
- Sex Education **- 9,10,11,12,13,14,15,16,17**
- Keeping Well, Health Services and First Aid **– 13**
- Inclusion, Bullying and Discrimination **– 14**

RSHE Theme - Families, Fertility and Pregnancy

(This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 18,19,20,21,22,23**
- Reproductive Health and Fertility **- 2,3,4,5,6,7**

RSHE Theme - Managing and Maintaining Health

(This unit helps student's behaviours and behaviours that support their own and others' physical health, through prevention of illness, treatment options and emergency responses)

PSHE Association Learning Objectives:

- Keeping Well, Health Services and First Aid **- 9,10,11,12,14,15**

Year 12 – Approximately 8 lessons on a rota throughout the academic year

RSHE Theme - Physical and Mental Health and Wellbeing

(In this unit, students explore ways to maintain physical and mental health, as well as developing strategies for coping with challenges and changes as they become more independent)

PSHE Association Learning Objectives:

- Healthy Lifestyles **- 1,2,3,5**
- Mental Health and Wellbeing **- 1,3,5**
- Online Life and Online Harms **– 2**
- Careers Education, Aspirations and Learning to Work **– 1**

RSHE Theme - Healthy Relationships and Consent

(In this unit, students revisit learning about consent, and explore how to recognise pressure and coercion, and make value-based decisions about intimacy and sexual relationships)

- **PSHE Association Learning Objectives:**
- Boundaries and Consent **- 1,2,3,4**
- Harmful Relationship Behaviours **- 1,5,6,7**
- Online Life and Online Harms **- 6,7**

RSHE Theme - Recognising and Responding to Harmful Relationship Behaviours

(In this unit, students learn how to recognise, manage and respond to harmful relationship attitudes and behaviours, including abuse, manipulation, coercion and persuasion, and when and how to access support if relationships become difficult or unsafe)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 1,2,3,6,7**
- Harmful Relationship Behaviours **- 1,2,3,4,9,10**

Economic Wellbeing and Career Theme - Work, Study and Careers

(In this unit, students explore the range of post- 18 pathways available, developing knowledge and skills to help them evaluate options and make informed choices about the future)

PSHE Association Learning Objectives:

- Careers Education, Aspirations and Learning to Work **- 2,3,4,8,9,10,11**
- Inclusion, bullying and Discrimination **- 2,3**

RSHE Theme - Drugs, Alcohol and Managing Risk

(In this unit, students deepen their understanding of legal and illegal substances, their effects on health, behaviour and decision-making, and explore how to manage risk, increase safety and access support, at home and abroad)

PSHE Association Learning Objectives:

- Drug Education **- 1,2,3,4,5,**
- Managing Risk and Personal Safety **- 1,6**

Economic Wellbeing and Careers Theme - Financial Decisions

(In this unit, students learn what might inform financial decision and the impact of different choices, as well as exploring some of the financial products and services they are likely to encounter in the future)

PSHE Association Learning Objectives:

- Economic Wellbeing **- 1,2,5**

- **Year 13 – Approximately 6 lessons on a rota throughout the academic year**

RSHE Theme - Sexual and Reproductive Health

(In this unit, students develop their understanding of sexual and reproductive health within the context of healthy relationships, and how to access accurate information, healthcare and appropriate support)

PSHE Association Learning Objectives:

- Careers Education, Aspirations and Learning to Work **- 2,3,4,8,9,10,11**
- Inclusion, bullying and Discrimination **- 2,3**

RSHE Theme - Independence and Personal Safety

(In this unit, students learn how to assess and respond to risk, injury and illness, and manage personal safety in contexts, where they are increasingly independent)

PSHE Association Learning Objectives:

- Healthy and Positive Relationships **- 4,5,8**
- Inclusion, bullying and Discrimination **- 2,3**

RSHE Theme - Life Online

(In this unit, students explore how engagement online can impact wellbeing, relationships, attitudes and behaviour, and learn how to evaluate online content critically, recognise harmful influence and narratives, and access help and support when needed)

PSHE Association Learning Objectives:

- Careers Education, Aspirations and Learning to Work **- 2,3,4,8,9,10,11**
- Inclusion, bullying and Discrimination **- 2,3**

Economic Wellbeing and Careers Theme - Future Finances

(In this unit, students develop the knowledge and skills required to manage money confidently and responsibly, and to make informed financial decisions as they move into adult life)

PSHE Association Learning Objectives:

- Careers Education, Aspirations and Learning to Work **- 2,3,4,8,9,10,11**
- Inclusion, bullying and Discrimination **- 2,3**

Economic Wellbeing and Careers Theme - Next Steps

(In this unit, students explore post-18 options and plan their next steps, including applying for university, apprenticeships or job opportunities)

PSHE Association Learning Objectives:

- Careers Education, Aspirations and Learning to Work **- 2,3,4,8,9,10,11**
- Inclusion, bullying and Discrimination **- 2,3**