



**GUILSBOROUGH ACADEMY**

**RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

**(INCLUDING BRITISH VALUES AND SPIRITUAL, MORAL,  
SOCIAL, CULTURAL EDUCATION)**

<b>Policy Name</b>	Relationship and Sex Education and SMSC Policy
<b>Policy Owner</b>	Head of Life Skills and Enterprise
<b>Statutory</b>	Yes
<b>Authorisation</b>	Standards and Curriculum Committee

<b>Date Ratified</b>	<b>Review Date</b>
January 2026	January 2027



Author	Date	Page	Changes
FLG	01/26	2	Preamble inserted as rationale
FLG	01/26	3	Aims: New content added to comply with RSE 2026 New content inserted to include SMSC and Fundamental British Values Removed requirement to hold off-timetable days due to greater curriculum provision.
FLG	01/26	4	Statutory Requirements updated to include SMSC/British Values and RSE2026 new content and coverage.
FLG	01/26	4	Policy Development: Student Parliament brought into the policy for consultation.
FLG	01/26	4-5	Definition – new content added to include SMSC/British Values and new requirements for RSE 2026.
FLG	01/26	6-9	Curriculum: SMSC subject information has been added to show where SMSC is present in subjects.
FLG	01/26	9-10	Delivery of RSE: Minor changes and addition of new RSE 2026 content to delivery. Addition of SEND/Safeguarding RSE provision.
FLG	01/26	11	Roles & Responsibilities – Updated Tutor responsibilities around Pol-Ed provision. Updated RSE provision to fully comprehensive – all years now have RSE lessons.
FLG	01/26	12	Parents/Carers Right to Withdraw: Emphasis placed on “non-statutory” content to clarify which lessons students may be withdrawn from.
FLG	01/26	12	Training: Updated training and CPD details.
FLG	01/26	13	Monitoring arrangements updated and SMSC monitoring added.
FLG	01/26	15-23	Appendix 1 updated to new curriculum scheme of learning including curriculum and tutor sessions.
FLG	01/26	24	Appendix 2 updated to show new statutory coverage through Secondary RSE.

## Legislative Guidance

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## Linked Policies

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## Contents

1. Aims.....	1
2. Statutory requirements .....	2
3. Policy development .....	2
4. Definition.....	2
5. Curriculum .....	4
6. Delivery of RSE.....	8
7. Roles and responsibilities .....	8
8. Parents/carers' right to withdraw .....	9
9. Training.....	10
10. Monitoring arrangements.....	10
Appendix 1: Life Skills Scheme of Learning .....	11
Appendix 2: RSE Learning Outcomes .....	20
Appendix 3: Parent form: withdrawal from sex education within RSE.....	21

Relationships and Sex Education naturally interleave with Spiritual, Moral, Social and Cultural (SMSC) education at Guilsborough Academy. Both help students to develop personal qualities and are about the values students are encouraged to hold and their attitude towards relationships with others, learning, knowledge and society. RSE and SMSC are fundamental to preparing young people for life, and at Guilsborough Academy students are supported to develop positive attitudes and beliefs through a range of curricular and non-curricular activities. RSE and SMSC underpin and permeate the life and work of the Academy – we seek to develop attitudes and fundamental British values that will enable students to become responsible and caring members of society by providing a well-developed, holistic education to understand the world and change it for the better.



## 1. Aims

The aims of relationships and sexual health education (RSHE) and Spiritual, Moral, Social and Cultural Education (SMSC) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Integrate relationships and sex education into our Life Skills Programme delivered through our tutorial programme and Life Skills lessons.
- Ensure that students are prepared to be global citizens in the 21<sup>st</sup> century.
- Be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- Develop and apply an understanding of right and wrong in their school life and life outside school
- Take part in a range of activities requiring different social skills
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability, and all other protected characteristics.
- Gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- Overcome barriers to their learning
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain.
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.
- Contribute to the Academy by developing their leadership roles and/or participating in opportunities to exercise their voice

As an Academy we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and to this end we aim to ensure that all staff are aware of their role in developing Students' morals, interpersonal skills and self-esteem, and in preparing students for the opportunities, responsibilities and experiences of adult life

- We celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve students as active participants as much as possible.
- Students have information about all extra-curricular and enrichment activities.
- The Life Skills programme helps students to develop the skills, values, knowledge and attitudes they need to make positive and healthy decisions.
- The tutorial programme provides opportunities for discussion and reflection on relevant themes.
- Community and business links are built into the curriculum wherever possible.
- Displays and teaching resources reflect and respect cultural diversity.
- Opportunities are provided for all Students to discuss issues and to take on responsibility and exercise their voice in a variety of settings.

Staff are expected to provide a role model based on courtesy, mutual respect and positive intent, and be prepared to listen to Students' views and encourage them to listen to each other.



## 2. Statutory requirements

As a secondary academy school we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

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

Our policy was developed in line with the DFE guidance on implementing the new framework for RSE 2020 outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). This has been updated and brought into compliance with [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Statutory information re: the Equality Act (2010) and the Prevent Duty Guidance (2023) are delivered. At Guilsborough Academy we teach RSE as set out in this policy.

Guidance regarding the teaching and promotion of Fundamental British Values through SMSC have been outlined by UK Government in statutory guidance in [November 2014](#). At Guilsborough Academy, we teach Fundamental British Values through SMSC which permeates the curriculum and wider curriculum as well as the extra-curricular activities.

## 3. Policy development

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

1. Review - the Middle Leader responsible pulled together all relevant information including relevant national and local guidance
2. Staff consultation - school staff were selected to look at the policy and make recommendations
3. Parent/stakeholder consultation - all parents/carers and any interested parties were informed online, and feedback requested.
4. Pupil consultation - we investigated what exactly students want from their RSE through the Student Parliament.
5. Ratification - once amendments were made, the policy was shared with Trustees and ratified.

## 4. Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE is taught to all years at the Academy, building on prior learning that should have taken place in Primary education. This involves learning about how to develop healthy, safe and nurturing relationships of all kinds. This includes the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. Our curriculum focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, the RSE curriculum enables young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

We have ensured that we cover a range of topics, including topics related to abusive behaviour.

While teaching children how to stay safe, including online, we are clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse are addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or



have experienced unhealthy or unsafe relationships, including at home, we recognise that we have an important role as a place of consistency and safety where pupils can find support. The curriculum is designed to be inclusive, age appropriate and sequenced to prevent harm and support wellbeing. Mandatory elements of consent, sexual health and online safety are covered via an iterative, spiral curriculum which is under constant review.

At Guilsborough Academy, the RSE curriculum forms part of our wider Life Skills Programme. RSE involves a combination of sharing information and exploring issues and values in an interactive format. RSE is not about the promotion of sexual activity or promotion of one view about sexuality and gender above another.

Guilsborough Academy uses the following definitions of Spiritual, Moral, Social and Cultural education:

### **Spiritual**

Beliefs, religious or otherwise, which inform students' perspective on life and their interest in and respect for different people's feelings and values. This includes but is not limited to a sense of enjoyment and fascination in learning about themselves, others and the world around them, (including the intangible), use of imagination and creativity in their learning and a willingness to reflect on their experiences. It is recognised that there is "something more" in the human experience.

### **Moral**

Refers to the ability to recognise the difference between right and wrong and students' readiness to apply this understanding in their own lives. An understanding of the consequences of their actions and an interest in investigating and offering reasonable views about moral and ethical issues are included.

### **Social**

Students will be taught to use a range of social skills in different contexts. This includes but is not limited to working and socialising with students from different religious, ethnic and socio-economic backgrounds, a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students may also show an interest in, and understanding of, the ways communities and societies function at a variety of levels.

### **Cultural**

This encompasses an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Students will demonstrate the willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. This will be supplemented by an understanding of and respect for cultural diversity, including the extent to which they understand, accept, respect and celebrate diversity. This is likely to be seen in their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **British Values**

We recognise the importance of fundamental British Values and students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. These values include **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**. As outlined in the UK government guidance for the Promotion of British Values.

*It is expected that Students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the*



*rule of English civil and criminal law and schools should not teach anything that undermines it.*

Guilsborough Academy actively promotes these British Values through its SMSC strategy including the assembly and tutor programme, vision and ethos, policies and practices, Life Skills programme, student leadership opportunities and our extra-curricular provision.

## **5. Curriculum**

Our curriculum is set as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, students, and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that they are fully informed and don't seek answers online.

Guidelines for curriculum development have been recently updated (July 2025) by the Department for Education and can be found in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). Our curriculum has been designed to meet this new requirement and maps a flightpath of age appropriate learning throughout key stages 3, 4 and 5.

SMSC is promoted and taught throughout the curriculum in the following manner:

### **English**

- Exposing Students to a breadth of British, and world, literature; classic, canonical and modern, and across genres.
- Helping students master important literacy skills such as comprehension, grammatical control, spelling rules and organising a text so that they are confident and literate communicators.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television, and film
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film, and television

### **Mathematics**

- Social development: through helping Students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Moral development: helping Students recognize how logical reasoning can be used to consider the consequences of decisions and choices and helping them learn the value of mathematical truth.
- Spiritual development: through helping Students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Cultural development: through helping Students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognizing that mathematicians from many cultures have contributed to the development of modern-day mathematics.
- Helping students to recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics.



- Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Helping students to work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

### **Science**

- A consideration of the moral dilemmas that can result in scientific dilemmas
- Encourages students to reflect on the wonder of the natural world
- Showing respect for differing opinions
- Help students to analyse the information from social media, the internet, and other media forms
- Raising awareness that scientific developments are the product of many steps in the process of scientific research
- Helps students to express personal views or values
- Cooperation in practical activity

### **Humanities**

- Students learning about beliefs, values and the concept of spirituality
- Various comparative studies, such as comparing the Cold War to recent events between Countries
- Discussing and reflecting on a wide range of moral issues such as slavery, the holocaust and imperialism
- Teaching through dilemmas encourage student reflection
- Opportunities for reflection on the creation of earth and its origins, future and diversity
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society

### **Modern Foreign Languages**

- Students gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills being developed through group activities, trips and communication exercises
- Listening skills being improved through oral books
- Group discussions that look at different perspectives/mentalities of a topic
- Comparative studies for example. Comparing different school systems

### **Art**

- Art lessons develop pupils' aesthetic appreciation.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concern ethical issues, such as War paintings.
- Giving students the opportunity to study self-identity and that of others (ideas, feelings, empathy).
- The studying of other cultures through their art.
- Opportunities to work together.

### **Business Education**

- Developing students' appreciation of culture when looking at National and Global issues.
- Students being encouraged to have respect and tolerance for people and stakeholders of different cultures.
- Students being encouraged to challenge their own values and attitudes as members of society.



- Students develop cooperation and teamwork skills by working within groups.
- Studying topics with a moral theme such as ethics in promotion and consequences
- SMSC issues addressed in case studies to enable student reflection
- Exploring the non-financial objectives of business organisations such as social enterprises.

## **Drama**

- Teaching which challenges and encourages open thinking on sensitive issues.
- Learning where the creative spirit can explore safely even when taking risks.
- Learning that demands adaptation of social relationships.
- Learning to experience SMSC journey practically and theoretically adapting and changing where demanded by imagined situation.
- Working at all SMSC levels to face real challenges and increased confidence, self-esteem through problem solving.
- Learning to work ensemble – socially interacting and adapting.
- Teaching encourages students to be open to other cultures.
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts, and peer performances).
- Art evoking feelings of 'awe' and 'wonder'.
- Studying artists with a spiritual or cultural theme and issues raised by artists, which concern ethical issues, such as War paintings.
- Projects that explore moral issues such as Art and Conflict.

## **Design and Technology**

- SMSC objectives being embedded within Food Technology lessons
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of life.
- Developing an awareness of the moral dilemmas created by technological advances
- Providing opportunities to work as a team, recognising the strengths of others, sharing equipment
- Giving the opportunity to examine cultural differences in food and diet
- Acknowledging government guidelines for health and dietary requirements

## **ICT**

- Increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable
- Providing opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future
- Preparing students for the challenge of living and learning in a technologically enriched, increasingly interconnected world
- Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products
- Students work together to investigate the impact of digital inclusion and the digital divide locally, nationally and globally
- Students study sustainability issues and ways of minimising the environmental impact of ICT whilst considering the impact of ICT on working practices

## **Music**

- Teaching that encourages pupils to be open to the music of other cultures
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)



- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Looking at the way music can change moods and behaviour
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers

## PE

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Develop moral integrity through participation, discussion and assemblies
- Developing a sense of enjoyment and interest in a variety of activities to encourage self-development
- Opportunity for self-reaction, awareness and challenge
- Being a member of a team, team spirit, valuing the contribution of others within a team
- Appreciation of aesthetic beauty of the movements and expression of emotion within gymnastics, dance and trampolining
- Learning that sport is an important element of many cultures
- Celebrating different cultures and sport (national schools sports week)
- Celebration of individual and team success (newsletter, sports awards, leadership programme and sports tours)

## Life Skills (See Appendix A)

- Learning to work together to create solutions that try to address challenges facing neighborhoods and wider communities
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens
- Appreciating diversity, understanding different viewpoints, collaborations for change
- Exploring questions about democracy, justice, inequality, how we are governed and organised

## Beyond the Curriculum

We deliver SMSC beyond the curriculum in a variety of ways:

- Assemblies linked to Spiritual, Moral, Social or Cultural themes encouraging community spirit and communal reflection
- Our extensive extra-curricular programme that includes a range of opportunities including the Duke of Edinburgh's Award, Performing Arts, Visual Arts, Sport, Leadership, ICT, and other areas
- School productions in all the performing arts
- Offering a range of out-of-school learning opportunities
- Working with external speakers and experts in various disciplines, including the appointment of resident authors, artists and so on.
- A comprehensive range of student services is offered including careers interviews, mentoring, counselling, and health services.



## **6. Delivery of RSE**

RSE is taught within the Life Skills (or personal, social, health and economic (PSHE) education) curriculum. As a school, we refer to PSHE as Life Skills. Biological aspects of RSE are also taught within the science curriculum, and other aspects of sex and relationships education are included in religious studies (RS).

Students also receive occasional stand-alone sex education sessions delivered by a trained external provider to ensure that the most up-to-date, sensitive and expert delivery of such themes is upheld.

As part of the science curriculum, students will receive statutory sex education lessons through the curriculum as outlined in the scheme of learning developed by the science department.

All PSHE and tutor sessions are taught using age-appropriate content. For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships, sexual harassment and sexual violence
- Online and media, including pornography and deepfakes
- Being safe, including abusive relationships, coercion and control
- Intimate and sexual relationships, including sexual health.
- Health issues including suicide prevention, menstrual and gynecological health and eating disorders
- The law surrounding consent, online safety, domestic abuse and protected characteristics

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

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The “statutory elements” of RSE relates to the aspects covering healthy relationships and protected characteristics. Parents/Carers cannot withdraw their child from this. For more information about our RSE curriculum, see Appendices 1 and 2.

Students with SEND are sometimes taught in supportive small groups on a scheduled basis to ensure that they fully understand and can apply the RSE curriculum. This is embedded within our Tutor schedule and delivered by a PSHE specialist (Head of Life Skills and Enterprise).

## **7. Roles and responsibilities**

### **7.1 The Trust board**

The Trust board will approve the RSE policy and hold the principal to account for its implementation.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the



school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non- statutory components of RSE by passing this forward to Mr Flanagan, RSE lead, to submit to the principal for approval.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal. Online training is offered and provided in relation to RSE for non-specialists.

Mr Flanagan (Head of Life Skills and Enterprise) is the school's lead for RSE.

All tutors are responsible for delivering RSE, as required, as part of the Life Skills Tutor Time Scheme of Learning (see appendix 1). Online training is offered to staff in relation to this. The POL-ED system is used in Tutor Time to ensure high quality content and thorough provision (funded by Northamptonshire Police).

Teachers of Science will teach the national curriculum sex education components of RSE in line with the scheme of learning for KS3 science.

All areas of RSE are taught within the Life Skills curriculum, however, where appropriate, expert external providers will be used to deliver the more specialist areas of the RSE curriculum as deemed necessary by the RSE Lead.

### 7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the Academy RARE values.

## **8. Parents/carers' right to withdraw**

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The "statutory elements" of RSE relates to the aspects covering healthy relationships and protected characteristics. Parents/Carers cannot withdraw their child from this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

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

Alternative work will be given to students who are withdrawn from non-statutory sex education.



## **9. Training**

Staff are offered training on the delivery of RSE as required and it is included in our continuing professional development calendar on a termly basis for those delivering the content. Training is delivered via the RSE lead, external specialists or online training as required.

The RSE Lead will at appropriate times invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, if required.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Mr Woolridge (Assistant Principal) and Mr Flanagan (Head of Life Skills and Enterprise) through:

- Learning walks undertaken in by and in conjunction with HOYs and SLT
- Staff and student voice - collected termly.
- SOL review with teachers of Life Skills curriculum
- Cross-school collaboration with RSE leads in the SWAN partnership schools.

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved through a combination of:

- Monitoring teaching and learning across the curriculum but particularly within Life Skills and Beliefs and Ethics lessons.
- Learning Walks by SLT members dropping in on Life Skills lessons and Tutor sessions with specific foci.
- Regular discussions at staff and governors' meetings.
- Yearly audit of policies and units of study, including extra-curricular provision and assemblies.
- SMSC reporting to Trustees through the Academy Improvement Planning process.
- Student Voice

**This policy will be reviewed by Mr Flanagan (Head of Life Skills and Enterprise) annually. At every review, the policy will be approved by the Board of Trustees.**

## Scheme of Learning (Statutory Citizenship Education is in **bold**)

### Curriculum Map Life Skills 2025-2026

Year 7

2 hours in Curriculum per fortnight

40 minutes in Tutor Time per fortnight

Living in the Wider World

Health & Wellbeing

Relationships & Sexual Health Education

Careers Education

Harmful Sexual

Term	Curriculum Lesson	BV	Tutorial Session	BV	RS Link
1 <b>Managing Change</b>	<ol style="list-style-type: none"> <li>1. What is PSHE?</li> <li>2. Getting to Know People</li> <li>3. What is a community?</li> <li>4. <b>Careers and Your Future</b></li> <li>5. Sleep and Relaxation</li> <li>6. <b>Financial Education</b></li> <li>7. Transition Points in Your Life</li> </ol>	<p>Res Res Lib</p> <p>Law Lib</p>	<p><b>Careers Education - Unifrog</b></p> <ol style="list-style-type: none"> <li>1. What is a Career?</li> <li>2. What is a Work-Life Balance?</li> <li>3. Working &amp; Earning – Managing Your Money</li> <li>4. What is an entrepreneur?</li> </ol>	<p>Lib</p>	
2 <b>Puberty &amp; Body Development</b>	<ol style="list-style-type: none"> <li>1. Introduction to Puberty</li> <li>2. Girls Puberty &amp; Periods</li> <li>3. Boys Puberty</li> <li>4. Personal Hygiene</li> <li>5. Growing Up</li> <li>6. Self-Esteem</li> <li>7. Tooth Decay &amp; Dental Health</li> </ol>		<p><b>Pol-Ed – Relationships</b></p> <ol style="list-style-type: none"> <li>1. What is child on child abuse?</li> <li>2. How do I deal with conflict?</li> <li>3. How can we deal with friendships breaking down?</li> <li>4. Why is trust important?</li> </ol>	<p>Law Res Res</p> <p>Res Lib</p> <p>Res</p>	
3 <b>Friends, Respect &amp; Relationships</b>	<ol style="list-style-type: none"> <li>1. <b>Consent and Boundaries</b></li> <li>2. <b>Respect and Relationships</b></li> <li>3. What Makes a Good Friend?</li> <li>4. Friendships &amp; Online Relationships</li> <li>5. Pressure, Influence and Friends</li> <li>6. What Does it Mean to be a Man Today?</li> </ol>	<p>Law Res Res</p> <p>Res Lib</p> <p>Res</p>	<p><b>Pol-Ed – Understanding the Law</b></p> <ol style="list-style-type: none"> <li>1. What are protected characteristics?</li> <li>2. What is hate crime?</li> <li>3. What is anti-racism?</li> <li>4. What is LGBT-phobia?</li> </ol>	<p>Law Law Law Law Res</p>	

<p>4 <b>Staying Safe, online and offline</b></p>	<ol style="list-style-type: none"> <li>1. Avoiding Gangs &amp; Criminal Behaviour/Knife Crime &amp; Safety</li> <li>2. Online Gaming, Grooming &amp; Addiction</li> <li>3. Alcohol and Risk</li> <li>4. Nicotine and Smoking/E-Cigs, Vaping and Shisha</li> <li>5. Energy Drinks and Caffeine</li> </ol>	<p>Law Law Law Law</p>	<p><b>Pol-Ed – Keeping Safe</b></p> <ol style="list-style-type: none"> <li>1. How can we be responsible road users?</li> <li>2. What is an addiction?</li> <li>3. What is vaping all about?</li> <li>4. How do I report a concern?</li> </ol>	<p>Law Lib</p>	
<p>5 <b>Celebrating Differences</b></p>	<ol style="list-style-type: none"> <li>1. What is your Identity?</li> <li>2. <b>Multicultural Britain</b>/Challenging Islamophobia</li> <li>3. Importance of Being Kind</li> <li>4. Breaking Down Stereotypes</li> <li>5. Learning Disabilities</li> <li>6. Prejudice and Discrimination</li> </ol>	<p>Lib Law Res Res Law</p>	<p><b>Pol-Ed – Well-Being</b></p> <ol style="list-style-type: none"> <li>1. What range of emotions are there?</li> <li>2. What are my strengths?</li> <li>3. What are my areas to develop?</li> <li>4. What influences my health choices?</li> </ol>	<p>Lib</p>	
<p>6 <b>Politics &amp; Parliament (Citizenship)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Why is Politics Important?</b></li> <li>2. <b>How is our Country Run?</b></li> <li>3. <b>The Role of the Prime Minister</b></li> <li>4. <b>The Monarchy and King Charles III</b></li> <li>5. <b>Politics, Debates and Parliament</b></li> <li>6. <b>Elections and Campaigning</b></li> <li>7. <b>Creating a Political Party</b></li> </ol>	<p>Dem Dem Dem Dem Dem Law Dem Dem Dem</p>	<p><b>Pol-Ed – Essentials</b></p> <ol style="list-style-type: none"> <li>1. Is this banter or bullying?</li> <li>2. How do we balance independence and risk?</li> <li>3. <b>What is the age of criminal responsibility</b></li> <li>4. Safety on the Rails. (Rail Safe)</li> </ol>	<p>Res Lib Law Law</p>	

(Statutory Citizenship Education is in **bold**)

**Year 8**  
**2 hours in Curriculum per fortnight**  
**40 minutes in Tutor Time per fortnight**

<b>Living in the Wider World</b>
<b>Health &amp; Wellbeing</b>
<b>Relationships &amp; Sexual Health Education</b>
<b>Careers Education</b>
<b>Harmful Sexual</b>

Term	Curriculum Lesson	BV	Tutorial Session	BV
1 <b>Proud to be Me</b>	<ol style="list-style-type: none"> <li>Employability &amp; Enterprise Skills</li> <li>Proud to be Me.</li> <li>Careers and Aspirations</li> <li>Self-Esteem and the Media</li> <li>The Importance of Happiness</li> <li>What Makes Me Angry?</li> <li>Exploring Careers</li> </ol>	<p>Lib</p> <p>Res</p>	<b>Careers Education - Unifrog</b> <ol style="list-style-type: none"> <li>Creating the Life You Want</li> <li>Job Applications (CV)</li> <li>Exploring Possibilities (Dream Jobs)</li> <li>Careers and the Future</li> </ol>	<p>Lib</p>
2 <b>Physical Health &amp; Mental Wellbeing</b>	<ol style="list-style-type: none"> <li>Health and Wellbeing</li> <li>What is Mental Health?</li> <li>Positive Body Image</li> <li><b>Child Abuse</b></li> <li>Types of Bullying</li> <li>Healthy Eating and Cholesterol</li> <li>Stress Management</li> </ol>	<p>Law</p> <p>Res</p>	<b>Pol-Ed – Relationships</b> <ol style="list-style-type: none"> <li>Are we responsible with social media?</li> <li>How do I deal with unplanned encounters?</li> <li>How can I deal with my friends using drugs and alcohol?</li> <li><b>What are red flags in relationships?</b></li> </ol>	<p>Res</p> <p>Law</p> <p>Law</p> <p>Res</p>
3 <b>Identity, Relationships &amp; Sex Education</b>	<ol style="list-style-type: none"> <li>Relationships and Sex Education Introduction</li> <li>Being Yourself &amp; Self-Love/What is Love?</li> <li><b>Healthy Respectful Relationships/Dealing with Conflict</b></li> <li>Periods and Menstrual Cycle</li> <li>Introduction to Contraception</li> <li>Sexual Orientation</li> </ol>	<p>Law</p> <p>Res</p> <p>Law</p>	<b>Pol-Ed – Understanding the Law</b> <ol style="list-style-type: none"> <li>What does the law say about the possession of drugs?</li> <li><b>What is stop and search?</b></li> <li>What are E-Rides?</li> <li>What's a money-mule?</li> </ol>	<p>Law</p> <p>Law</p> <p>Law</p> <p>Law</p>

<p>4 <b>Dangerous Society – Online &amp; Offline</b></p>	<ol style="list-style-type: none"> <li>1. County Lines – What is It?</li> <li>2. County Lines – Who is at Risk?</li> <li>3. Substance Misuse &amp; Alcohol Safety</li> <li>4. Cyberbullying/<b>Online Grooming</b></li> <li>5. Child Exploitation &amp; Online Protection</li> </ol>	<p>Law</p> <p>Law</p> <p>Law</p> <p>Lib</p> <p>Law</p> <p>Law</p>	<p><b>Pol-Ed – Keeping Safe</b></p> <ol style="list-style-type: none"> <li>1. What do we need to do in the event of a lockdown?</li> <li>2. How can I take legal drugs safely?</li> <li>3. What is neglect?</li> <li>4. <b>What are deep fakes?</b></li> </ol>	<p>Law</p> <p>Law</p> <p>Res</p>
<p>5 <b>Equality &amp; Diversity Explored</b></p>	<ol style="list-style-type: none"> <li>1. <b>Equality Act 2010</b></li> <li>2. LGBTQ+ What is it?</li> <li>3. LGBTQ+ Rights Across the World</li> <li>4. Gender Equality</li> <li>5. Ableism and Disability Discrimination</li> <li>6. Removing the Barriers, Equality for All</li> </ol>	<p>Dem</p> <p>Law</p> <p>Res</p> <p>Law</p> <p>Law</p> <p>Res</p>	<p><b>Pol-Ed – Well-Being</b></p> <ol style="list-style-type: none"> <li>1. How can viewing violent content make us feel?</li> <li>2. How does social media make me feel?</li> <li>3. How can drugs and alcohol impact the way we feel?</li> <li>4. What is anxiety?</li> </ol>	<p>Res</p> <p>Lib</p> <p>Law</p>
<p>6 <b>Law, Crime &amp; Society</b></p>	<ol style="list-style-type: none"> <li>1. <b>Desert Island - Living</b></li> <li>2. <b>Desert Island - Building a community.</b></li> <li>3. <b>Desert Island – Making Decisions</b></li> <li>4. <b>Desert Island - Criminals Law &amp; Society</b></li> <li>5. <b>How are Laws Made?</b></li> <li>6. <b>Prisons, Reform &amp; Punishment</b></li> <li>7. Racism &amp; Discrimination in Society</li> </ol>	<p>Dem</p> <p>Dem</p> <p>Dem</p> <p>Dem</p> <p>Law</p> <p>Law</p> <p>Law</p> <p>Law</p> <p>Res</p>	<p><b>Pol-Ed – Essentials</b></p> <ol style="list-style-type: none"> <li>1. What is depression?</li> <li>2. What is Phishing and Hacking?</li> <li>3. What’s an online scam?</li> <li>4. What are my algorithms?</li> </ol>	<p>Law</p> <p>Law</p>

**Year 9**  
**2 hours in Curriculum per fortnight**  
**40 minutes in Tutor Time per fortnight**

(Statutory Citizenship Education is in **bold**)

<b>Living in the Wider World</b>
<b>Health &amp; Wellbeing</b>
<b>Relationships &amp; Sexual Health Education</b>
<b>Careers Education</b>
<b>Harmful Sexual</b>

Term	Curriculum Lesson	BV	Tutorial Session	BV
1 <b>Essential Life Skills</b>	1. Failure to Succeed 2. Assertiveness 3. First Aid 4. Saving and Managing Your Money 5. <b>Labour Market Information</b> 6. <b>Finance, Budgeting and Employment</b> 7. Social-Media & Online Stress	Lib  Law	<b>Careers Education - Unifrog</b> 1. What does success mean to me? 2. Taking control of your career journey 3. Challenges and rewards of work 4. What comes after school? – Learning pathways	Lib
2 <b>Body Confidence</b>	1. How Self-Esteem Changes 2. Male reproductive organs 3. Female reproductive organs 4. Bullying in all its forms 5. Dealing with Loss 6. Media and Airbrushing 7. Cancer Prevention/Risks & Healthy Lifestyles	Res	<b>Pol-Ed - Relationships</b> 1. What is consent in a relationship? 2. What is sexism? 3. What is child sexual exploitation? 4. What's the issue with nudes?	Law  Res Law  Law
3 <b>Sex, The Law &amp; Consent</b>	1. Sexual Consent and the Law 2. <b>FGM and the Law</b> 3. Relationships and Partners 4. <b>Domestic Abuse and Domestic Violence</b> 5. Why Have Sex? - Delaying Sexual Activity 6. <b>Sexual Harassment and Stalking</b>	Law  Law Res Law  Lib Law Law	<b>Pol-Ed – Understanding the Law</b> 1. What do we mean by intimidation? 2. What is anti-social behaviour? 3. What is the impact of mugging? 4. What are county lines?	Res Law Law  Law  Law
4 <b>Legal &amp; Illegal Drugs</b>	1. What is a Drug? 2. Different Types of Addictions 3. Cannabis Products/Drug Classifications 4. Party Drugs & Illegal Drugs	Law	<b>Pol-Ed – Keeping Safe</b> 1. What is Child Criminal Exploitation? 2. What makes a gang a gang? 3. What are the links between gaming and grooming?	Law  Law

	5. The War on Drugs/Volatile Substance Abuse	Law Law	4. What are microtransactions (gaming)?	Law Lib
5 <b>Contraception &amp; STI's</b>	1. What are STIs? 2. Treating STIs and the Clinic 3. Contraception Explained 4. Contraception - Condoms etc. 5. HIV and AIDS 6. Prejudice and Discrimination	Res Res	<b>Pol-Ed - Wellbeing</b> 1. What is expected of me? 2. How do I deal with setbacks? 3. What are my coping strategies? 4. What is self-harm?	Res Lib Lib
6 <b>Combatting Extremism &amp; Terrorism</b>	1. <b>Conspiracy Theories &amp; Narratives</b> 2. <b>Forms of Extremism</b> 3. <b>What is Terrorism?</b> 4. <b>War &amp; Conflict</b> 5. <b>The Radicalisation Process</b> 6. <b>How Does Counter Terrorism Work?</b> 7. <b>What is Antisemitism in the UK?</b>	Lib  Law Law Dem Lib Law  Law Res	<b>Pol-Ed – Essentials</b> 1. What is mental health stigma? 2. How does the media portray sex and relationships? 3. Can I legally get contraception? 4. <b>What is catfishing?</b>	Res  Law Law

## Year 10

1 Hour in Curriculum per fortnight

40 minutes in Tutor Time per fortnight

(Statutory Citizenship Education is in **bold**)

<b>Living in the Wider World</b>
<b>Health &amp; Wellbeing</b>
<b>Relationships &amp; Sexual Health Education</b>
<b>Careers Education</b>
<b>Harmful Sexual</b>

Term	Curriculum Lesson	BV	Tutorial Session	BV
1 <b>Rights &amp; Responsibilities</b>	1. Insta & TikTok Generation/Targeted Advertising and <b>Your Data</b> 2. <b>What is Marriage? /Rights and Responsibilities</b> 3. <b>Consumer Rights/Employment Rights</b> 4. <b>Exploring a Pay slip</b>	Law Res  Law Law	<b>Careers Education - Unifrog</b> 1. Post-16 – Choices, choices. 2. What type of career is best for me? 3. Careers in the British Armed Services. 4. Careers in the National Health Service (Medical and Support)	Lib

<p>2 <b>Mental Health &amp; Wellbeing</b></p>	<p>1. Child Sexual Abuse/ Sexualisation of the Media 2. Screen Time/Mental Health Illnesses 3. Self-Harm/Suicidal (Thoughts and Feelings) 4. Promoting Emotional Wellbeing</p>	<p>Res Law</p>	<p><b>Pol-Ed - Relationships</b> 1. What are my relationship values? 2. What is emotional abuse? 3. What is incel culture? 4. What is toxic culture?</p>	<p>Res Law Res Res</p>
<p>3 <b>Exploring Relationships &amp; Sex Education</b></p>	<p>1. Pleasure and Delaying Sexual Activity/Campaigning Against FGM 2. Sexting, Nudes, and Inappropriate Pics/Unhealthy Relationships &amp; Sexual Assault 3. Online Pornography (Myths vs Reality)/Porn and its Impact on Society</p>	<p>Law  Law Res</p>	<p><b>Pol-Ed – Understanding the Law</b> 1. What is extremism? 2. What is radicalisation? 3. Is it ok to protest? 5. What are public order offences?</p>	<p>Lib Law Law Dem Law</p>
<p>4 <b>Violence, Crimes &amp; Seeking Safety</b></p>	<p>1. Honour Based Violence/Forced Marriages and Breast Ironing 2. Online Gaming &amp; Gambling/Social Media Validation 3. Modern-Day Slavery /Keeping your Data safe</p>	<p>Law Res Lib  Lib  Law</p>	<p><b>Pol-Ed – Keeping Safe</b> 1. How can we approach new situations? 2. How can we be street savvy? 3. Why is fighting not the answer? 4. What are the risks of carrying a knife?</p>	<p>Res  Lib  Law Res Law Lib</p>
<p>5 <b>Exploring World Issues</b></p>	<p>1. International Organisations/Fair Trade &amp; Free Trade 2. Peace, War &amp; Conflict/Human Rights During War 3. Aid &amp; Supporting Other Countries/Striking &amp; Trade Unionism 4. Women’s Rights &amp; Equality</p>	<p>Law  Law  Lib Law  Law</p>	<p><b>Pol-Ed - Wellbeing</b> 1. What are my well-being warning signs? 2. How can I take responsibility for my health? 3. How can I manage my time effectively? 4. How can I demonstrate assertiveness?</p>	<p>Lib  Lib  Res</p>
<p>6 <b>Exploring British Values</b></p>	<p>1. Critical Thinking &amp; Fake News/Hate Crime in the UK 2. British Values and Identity/Mutual Respect &amp; Tolerance 3. Individual Liberty/What are Human Rights? 4. Democracy Explored</p>	<p>Res Law Dem Res  Lib Law Dem</p>	<p><b>Pol-Ed – Essentials</b> 1. What is image-based sexual abuse? 2. How can we balance freedom with the law? 3. What first-aid is useful to know? 4. How can I get help when there are legal consequences?</p>	<p>Law Res Lib Law  Law Dem</p>

**Year 11**  
**1 Hour in Curriculum per fortnight**  
**40 minutes in Tutor Time per fortnight**

(Statutory Citizenship Education is in **bold**)

<b>Living in the Wider World</b>
<b>Health &amp; Wellbeing</b>
<b>Relationships &amp; Sexual Health Education</b>
<b>Careers Education</b>
<b>Harmful Sexual</b>

Term	Curriculum Lesson	BV	Tutorial Session	BV
<b>1</b> <b>Adult Health &amp; Looking After Yourself</b>	<ol style="list-style-type: none"> <li>Organ and Blood Donation/Teenage Pregnancy Choices</li> <li>Abortion Law, Morals and Ethics/Parenthood for Teenagers</li> <li>Testicular and Prostate Cancer Awareness/Breast Cancer, Cervical Cancer &amp; Screening</li> <li><b>Love &amp; Abuse</b></li> </ol>	Law Lib  Law   Res Law	<b>Careers Education - Unifrog</b>  <b>Revision &amp; Study Skills</b> - Ways to study - Short-term and Long-term memory - Preparing for external examinations	Lib
<b>2</b> <b>Sexual Health</b>	<ol style="list-style-type: none"> <li><b>Peer-on-Peer Abuse</b>/Fertility and What Impacts it.</li> <li>Alcohol, Parties &amp; Bad Choices/Importance of Sexual Health</li> <li>Revisiting STIs/Revisiting Contraception</li> <li><b>Respect, Love and Relationships</b></li> </ol>	Res Law  Lib   Law Res Law	<b>Pol-Ed - Relationships</b> <ol style="list-style-type: none"> <li><b>What are sexual offences?</b></li> <li>What is victim blaming?</li> <li><b>What is the impact of porn on relationships?</b></li> <li>What is my relationship with AI?</li> </ol>	Law Law Res Law Lib
<b>3</b> <b>Staying Safe</b>	<ol style="list-style-type: none"> <li>Virtual Reality and Live Streaming/Online Reputation and Digital Footprints</li> <li>Group Chats &amp; Anti-Bullying/Cosmetic &amp; Aesthetic Procedures</li> <li>New Psychoactive Substances/Substance Addiction</li> </ol>	Law  Law Lib  Law	<b>Pol-Ed – Understanding the Law</b> <ol style="list-style-type: none"> <li><b>What is culpability and harm?</b></li> <li><b>What does the law say about contraception?</b></li> <li><b>What does the law say about pregnancy and STI’s?</b></li> <li><b>What does the law say about getting a job?</b></li> </ol>	Law Res  Law  Law  Law
<b>4</b>	<b>1. Screen Addiction and Studying/Post 16 Options</b>	Lib	<b>Pol-Ed - Wellbeing</b>	

<b>Your Future &amp; Beyond</b>	2. Exam Stress and Anxiety/Social Media Vs Real Life 3. <b>CV Writing</b>		1. How can I cope with exams? 2. What does it mean to catastrophise? 3. How do I feel about leaving school? 4. <b>What makes me employable?</b>	Lib
<b>5 Summer Exam Season</b>	Revision & Final Exams  No Tutor or Curriculum Sessions in Term 6			



## Appendix 2: RSE Learning Outcomes

Below is a summary of the required learning as described by the Department for Education in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025 that will be achieved by students through engagement with the RSE curriculum. This is in addition to the content which should have been covered in Primary School:

### **Relationships and Sex Education (RSE): Secondary**

32. RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.
33. Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.
34. Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.
35. RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.
36. When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.



Form to be completed by the Parent/Carer

Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer Signature			
Agreed Actions from discussion with parents/carers			