

HAMSTEAD HALL ACADEMY

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY



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1. This Policy

From September 2020 the Government renamed Sex and Relationships Education as Relationships, Sex and Health Education (RSHE). RSHE is used throughout this policy as the abbreviation. It is important to note that the statutory framework also includes Health Education, which is addressed in the PSHE Policy.

This RSHE Policy is statutory. The government's guidance (2019, statutory from September 2020) continues to underpin the delivery of RSHE. Hamstead Hall was an early adopter of this curriculum in September 2020 and has continued to strengthen its provision annually in line with local and national safeguarding priorities.

This policy reflects full implementation of the July 2025 statutory guidance, effective from September 2026. All RSHE provision is safeguarding-led, age-appropriate, factually accurate and politically impartial.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

2. Vision & Objectives

Vision

The aims of relationships, sex and health education (RSHE) at Hamstead Hall Academy are to:

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

At Hamstead Hall we believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSHE is not about encouraging teenagers to become sexually active nor is it about promoting any lifestyle or relationship choice. RSHE is about providing pupils with the knowledge, skills, and confidence to make safe, healthy, and informed relationship choices as young people and in the future as adults. RSHE at Hamstead Hall is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Hamstead Hall we are committed to the important role that RSHE plays in pupil's holistic education, and we aim to build on the RSHE programmes covered in Primary School and focus on developing prior learning and achievement. The theme of consent underpins all our RSHE sessions.

Objectives

At Hamstead Hall our Relationships, Sex and Health Education Programme seeks to:

RSHE 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
- Online and media
- Being safe

- Intimate and sexual relationships, including sexual health

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

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, LGBT parents, 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).

3. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSHE and make it available to parents on request. This policy complies with the Children and Social Work Act 2017, Equality Act 2010, Education Act 1996 & 2002, Education and Inspections Act 2006, Keeping Children Safe in Education (current edition), and DfE Statutory Guidance (2019, updated July 2025).

As a secondary academy school we must provide RSHE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSHE, we are required by our funding agreements to have regard to [Relationships Education, Relationships and Sex Education and Health Education guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Hamstead Hall Academy we teach RSHE as set out in this policy. Teaching will include explicit and accurate reference to the law relating to consent, sexual offences, image sharing, coercive control, domestic abuse, FGM, forced marriage, honour-based abuse and exploitation, in line with strengthened 2025 requirements.

This document clearly sets out the curriculum content that secondary schools must deliver on RSHE and Health Education. It contains document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education. ‘School’ here means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. See Appendix 2 for further information on curriculum content.

Other documents that inform the Academy’s policy include, the ‘Education Act’ (1996), ‘Learning and Skills Act’ (2000), ‘Education and Inspections Act’ (2006), ‘Equality Act’ (2010), ‘Supplementary Guidance SRE for the 21st Century’ (2014), ‘Keeping children safe in education – Statutory safeguarding guidance’ (2016 updated 2021), ‘Children and Social Work Act’ (2017), Character Education (2019), Report on Commission of Race & Ethnic Disparities (2021), Harmful Online Challenges & Online Hoaxes (2021), Additional Recommended RSHE Topics (2021), Review of Sexual Abuse in Schools (2021), Preventing & Responding to Sexual Harassment (2021).

4. Course Content

Our RSHE curriculum is published on our website and detailed content of the Relationships & Sex curriculum is available in the Appendices of this Policy. RSHE will also be discussed in response to modern day issues that come up in the media. Our curriculum content will cover the required themes as set out in *'Relationships Education, Relationships and Sex Education (RSE) and Health Education': Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers'* - See Appendix 2 for our programme of study in each topic.

Pupils will be explicitly taught the legal definitions of:

- Consent
- Rape and sexual assault
- Sexual harassment
- Coercive and controlling behaviour
- Grooming (including online grooming)
- Sexual exploitation
- Forced marriage
- Honour-based abuse
- Female Genital Mutilation (FGM)
- Sharing indecent images (including youth-produced imagery)

Pupils will understand the criminal consequences and safeguarding implications of these behaviours.

RSHE curriculum for SEN pupils

Pupils with SEN or pupils have a bespoke, differentiated RSHE curriculum and this is supported by the SEN team during PSHE days. The Leader of PSHE, the SENCO and Assistant SENCO will liaise at the start of each academic year on suitable provision due to the different ranges of SEN pupils in each year group.. A partnership with Umbrella Sexual Health Services was started in 2022 to support the delivery of issues such as consent, healthy relationships, STIs and Contraception.

5. Sensitive or Controversial Topics

During Relationships & Sex Education lessons (and at other times) controversial topics may arise, and the following guidelines are strictly adhered to by all staff.

1. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come into play.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting. If a teacher feels uncomfortable answering a particular question or is unsure how to answer it, they must contact the Leader of PSHE or the Safeguarding Lead and pass on the question and the name of the student so they can follow this up. This is so no pupil is left with unanswered suitable questions.
3. Teachers will establish a set of ground rules so that young people are aware of parameters.
4. Pupils will be able to raise questions anonymously by putting a piece of paper in a question box which the teacher will answer to lessen pupil anxiety over asking difficult questions.
5. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
6. Teachers and pupils will show respect for all genders, sexualities, and different types of families.

7. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the Academy's safeguarding procedures.
8. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
9. Informative discussions covering the transmission of HIV/AIDS may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

Staff will ensure that teaching remains politically impartial and that contested matters are presented factually and in accordance with statutory guidance. No ideological position will be promoted as fact.

6. Organisation and Delivery

1. Relationships & Sex Education is taught in Year 7-13 through PSHE lessons (Appendix 5), Preparing for Adulthood (Appendix 6), assemblies and PSHE days through a consistent and high skilled team of staff. They have received RSHE training on the new framework and subject knowledge to teach the subject with up-to-date knowledge and awareness of national and local trends.
2. All pupils within the Academy have equal access to Relationships & Sex Education. Topics are revisited to allow provision for previous absence and different levels of understanding, maturity, and learning abilities.
3. Identified SEN pupils will receive a differentiated RSHE programme as required.
4. Teachers and all those contributing to RSHE will work within an agreed framework as set out in this policy.
5. We will work with external specialist organisations, consultants, and healthcare professionals to ensure our curriculum reflects current best practice including Umbrella Sexual Health Services.

7. Working with Parents and Carers

1. Parent/Carer support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.
2. Our RSHE programme is outlined on our website and parents/carers are welcome to explore our RSHE curriculum further by requesting more information.
3. A letter is sent out to parents at the beginning of every year which reminds them of the withdrawal process, the content their child will be studying and directs them to the detailed policies on our Academy website. The letter outlines contact details for parents to get in touch if they have any questions.

The Academy will ensure transparency of curriculum content via the school website.

8. The Right for Parent Withdrawal

Withdrawal applies only to sex education beyond the National Curriculum Science and statutory Relationships and Health Education. Relationships Education cannot be withdrawn from.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Parents and Carers with concerns or who are considering withdrawing their child from RSHE should in the first instance contact the Headteacher, who will invite the parent or carer to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSHE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSHE then a request should be made in writing to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Confidentiality

1. Effective RSHE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that this person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about RSHE.
2. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to one of the Academy's Designated Safeguarding Leads. If a 16-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16, the Assistant Headteacher, Ms Stevenson will lead on the most appropriate course of action in line with the Academy's Safeguarding Policy.
3. When a pupil has disclosed a safeguarding concern such as sexual harassment, the Academy Safeguarding Policy must be followed, and staff are to immediately inform a DSL.

10. The Role of Health Professions in the Delivery of Relationships and Sex Education

1. The Academy will work with health professionals in the development and implementation of the Academy's Relationships & Sex Education programme. Any visitors, such as Umbrella, used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant Academy policies and their work will be planned and agreed in advance.
2. Visitors and external agencies which support the delivery of RSHE will be required to produce all GDPR safeguarding information including a full DBS check to come on site and deliver sessions to students. Before any session is delivered it has to be sent to the Leader of PSHE to ensure it is age appropriate and abides by all the government guidelines and Academy policies.
3. The pastoral programme at HHA supports pupils by inviting external agencies to meet with pupils regarding RSHE issues under the strict Academy Safeguarding procedures.

11. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated by the Leader of PSHE on a regular consistent basis across the year. A robust evaluation programme is in place to ensure all pupils get the best opportunities to learn about RSHE topics. This policy will be reviewed by the Leader of PSHE annually. At every review, the policy will be approved by the governing body.

1. Teachers will critically reflect on their work delivering RSHE lessons through pupil voice questionnaires, informal interviews and a detailed evaluation session in PSHE team meetings.
2. Teachers will meet to evaluate the new lessons developed and ensure they are suitable and effective.
3. Pupils will have opportunities to review and reflect on their learning during lessons and feedback sessions in tutor time.
4. Pupils will be able to raise their own questions making the programme bespoke to each class.
5. Any new government guidance and local studies will inform future planning e.g. the rise or fall of the local teen pregnancy rate, and this will be looked at every half term to ensure up-to-date planning and resources are used.

12. Linked Policies

This Policy complements the following policies:

- Safeguarding Policy
- Equality Policy & Community Cohesion Policy
- Anti-Bullying Policy
- PSHE Policy including Health Education, Citizenship and Character Education
- SMSC & FBV Policy

13. Appendix 1: Relationships, Sex and Health Education (RSHE) Overview

We believe RSHE is an important aspect of the PSHE programme which makes a significant contribution to the development of personal skills needed by students to establish and maintain positive, healthy relationships. RSHE enables young people to make responsible and well-informed decisions about their health and wellbeing. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings.

RSHE is taught in a spiral curriculum, meaning that topics are repeated as they progress up the year groups adding further detail to the subject for an age-appropriate understanding. The content that is studied is summarised below and follows the statutory Health Education Guidance for RS(H)E 2020.

Year 7 – Friendships, Respect and Relationships

This unit looks at consent and boundaries and evaluates why personal space and boundaries are important when growing up. It then looks at the wide range of relationships that young people have and the qualities of good friendships. The unit then finishes looking at how to manage these relationships and looks at pressures and influences within different types of relationships.

Year 8 – Identity, Relationships and Sex Education

This unit starts with an introduction to RSHE looking at what makes a healthy relationship. It deals with conflict that can happen within relationships. Students will look at the difference between sex and gender and the harmful prejudices and stereotypes that can be associated with these. All students learn about the menstrual cycle. The unit finishes with a brief look at what is love and an introduction to the concept of contraception.

Year 9 – Sex the Law and Consent

Year 9 starts looking at the law concerning sexual consent and FGM. It then looks at delaying sexual activity and the pressures that can be associated with this. It covers the positive and negative reasons to have sex and explores the consequences of making a relationship sexual. Then to finish students, debate the sexualisation of the media and the impact this is having on teens.

Year 9 - Contraception and STIs

In the second half term of RSHE Year 9 study STIs in detail. They then look at different forms of contraception looking at how they work and the pros and cons of each type. The realities of contraception and the link between pregnancy and STIs are also studied. The laws and legal frameworks linked to sexual harassment and stalking are explored and knowing the difference between flirting and sexual harassment. The unit finishes looking at HIV and AIDS in more detail.

Year 10 – Exploring Relationships and Sex Education

This looks at the legal, emotional and social consequences of sending sexts. This is then explored further with pornography looking at what is and is not legal and identifying the differences between what is seen in pornography and real life. It explores how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self. Sexual violence is covered looking at assault and rape. The unit progresses onto pleasure and looks at masturbation and the risk associated with different sexual activities.

Year 11 – Sexual Health

Year 11s study the importance of their sexual health and the impact bad choices can have. They revisit contraception and STIs in further detail. They look at respect in relationships and the importance of this. They then look at fertility and what can impact fertility, leading on to different types of fertility treatment.

14. Appendix 2: PSHE Education Framework & Design

PSHE education follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 3 to 4 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This Framework has been further subdivided into six Core Themes, which have all been mapped to the PSHE Association and statutory DfE requirements.

These modules form part of a spiral curriculum, delivering content appropriate to each year group:

- Core Theme 1: Rights, Responsibilities & British Values
- Core Theme 2: Celebrating Diversity & Equality
- Core Theme 3: Relationships & Sex Education
- Core Theme 4: Staying Safe Online & Offline
- Core Theme 5: Health & Wellbeing
- Core Theme 6: Life Beyond School

The programme of study identifies the key concepts and skills that underpin PSHE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Relationships, Sex and Health Education (RSHE) is a requirement; our academy adheres to the statutory guidance from the Department for Education.

The programme is taught through a range of teaching methods, based on active engagement in learning. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced, relevant body of factual information to inform their present and future choices.

15. Appendix 3: PSHE Education Intent

PSHE INTENT

The PSHE curriculum aims to produce students who are equipped with life skills which allow them to be fully participating members of a fast-changing British and global society. Our students will develop a sense of self-worth and confidence to be the best version of themselves. They will mature into individuals who can think independently and critically, and have the knowledge to make informed choices around their physical, mental, sexual, emotional and economic wellbeing.

The spiral nature of the curriculum allows them to revisit areas and explore them at an age-appropriate level and provides our students with opportunities to reflect on and clarify their values and attitudes, allowing them to engage in a meaningful way with a world where values and attitudes may be complex and at times in direct conflict with their own.

The RSHE elements of the curriculum allow our students to understand appropriate behaviours which will help them to develop and maintain healthy relationships. This is an important aspect of PSHE. This may be in the form of working collaboratively in a group or pair to produce possible responses to scenarios that students might encounter in life or reflecting on how they will use their acquired knowledge to make positive choices in their own lives as they move through the academy.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote pupils' moral, social, cultural, mental and physical development. Effective teaching will support young people to cultivate positive character traits, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

PSHE DIFFERENTIATION

In PSHE, we have high learning expectations for all students. It is essential that all our students are challenged to think deeply about the different aspects of PSHE and their rights and responsibilities in respect of being caring, thoughtful and productive individuals. A range of strategies will be used to achieve appropriate levels of differentiation. Students may be given thinking time before being asked questions, sometimes with the opportunity to share their ideas in discussion with a partner or in a small group to improve understanding.

All students will be asked to contribute to lessons, though due to the sensitive nature of some areas of the curriculum, there will be an awareness on the part of the teacher that a student may not wish to share a response with a larger group of their fellow students, and therefore it may at times be appropriate to allow for collecting anonymised responses to share.

Consistent referencing back to earlier learning and linking this to wider society and the modern world will assist students in making sense of how the knowledge and skills they acquire in PSHE apply to real life. Questions will be asked at an appropriate level of challenge for individual students, and where appropriate, students will be encouraged to develop further independent research into different aspects of a particular topic.

Students with additional needs can also be further supported through scaffolded activities provided in the student work booklets for every unit.

LITERACY & NUMERACY IN PSHE

A shared understanding of particular vocabulary is important in PSHE. A high level of skill in communication is essential when presenting an opinion or point of view, and an understanding that such communication needs to utilize precise, neutral and non-offensive language to convey the intended meaning. Evidence supporting a particular position should be presented in the same way, and topic-specific vocabulary used where appropriate.

In respect of literacy in PSHE you will find every lesson in the curriculum will introduce students to new terminology and this will be highlighted on the first slide of every lesson and will be recorded in the SOW.

Expectations for students following the Hamstead Hall Academy PSHE Curriculum will be as follows;

- Be able to present an opinion or point of view which is clear in meaning
- Use subject-specific vocabulary in an appropriate context
- Present evidence to support a particular opinion which uses precise, neutral and non-offensive language
- Be able to understand numeral data presented in graphic forms, such as pie charts, bars and other types of graphs
- Be able to calculate percentages and work percentages backwards into original amounts
- Be able to analyse simple statistical information and decide if it meets a standard for statistical significance

Cross-curricular links

Spiritual

- Exploring beliefs and experiences
- Respecting faiths, feelings and values
- Enjoying learning about oneself, others and the surrounding world
- Using imagination and creativity
- Reflecting on own values and beliefs

Moral

- Recognising different ideas of right and wrong, and how these sit with personal moral compasses
- Respecting the law
- Understanding the consequences of actions and behaviours
- Exploring moral and ethical issues
- Offering reasoned viewpoints in concise, neutral and non-offensive language

Social

- Engaging with Fundamental British Values
- Working collaboratively with others
- Linking learning to wider society

Cultural

- Appreciating the role of culture in shaping individual values and opinions
- Understanding, accepting, respecting and celebrating diversity

Fundamental British Values

The unit contained within the themes of Celebrating Diversity and Equality and Rights, Responsibilities and British Values explores all the fundamental British values with a particular focus on democracy.

Celebrating Diversity and Equality underlines respecting differences through mutual respect, tolerance of those with different beliefs and the right to individual liberty. Individual liberty is also explored in learning about trade unionism and vaccination.

Other Subject areas links

The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

Science

Key Stage 3 and 4, includes teaching about reproduction in humans. For example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS. Stem cell research and associated ethical considerations.

Business Studies and Economics

Entrepreneurship, Consumer and employment rights, Trade unions and industrial action and the impact on the economy

PE

Healthy eating, using stress to optimize performance. Health education can complement what is taught through PE by developing core knowledge and a broader understanding that enables people to lead healthy, active lives.

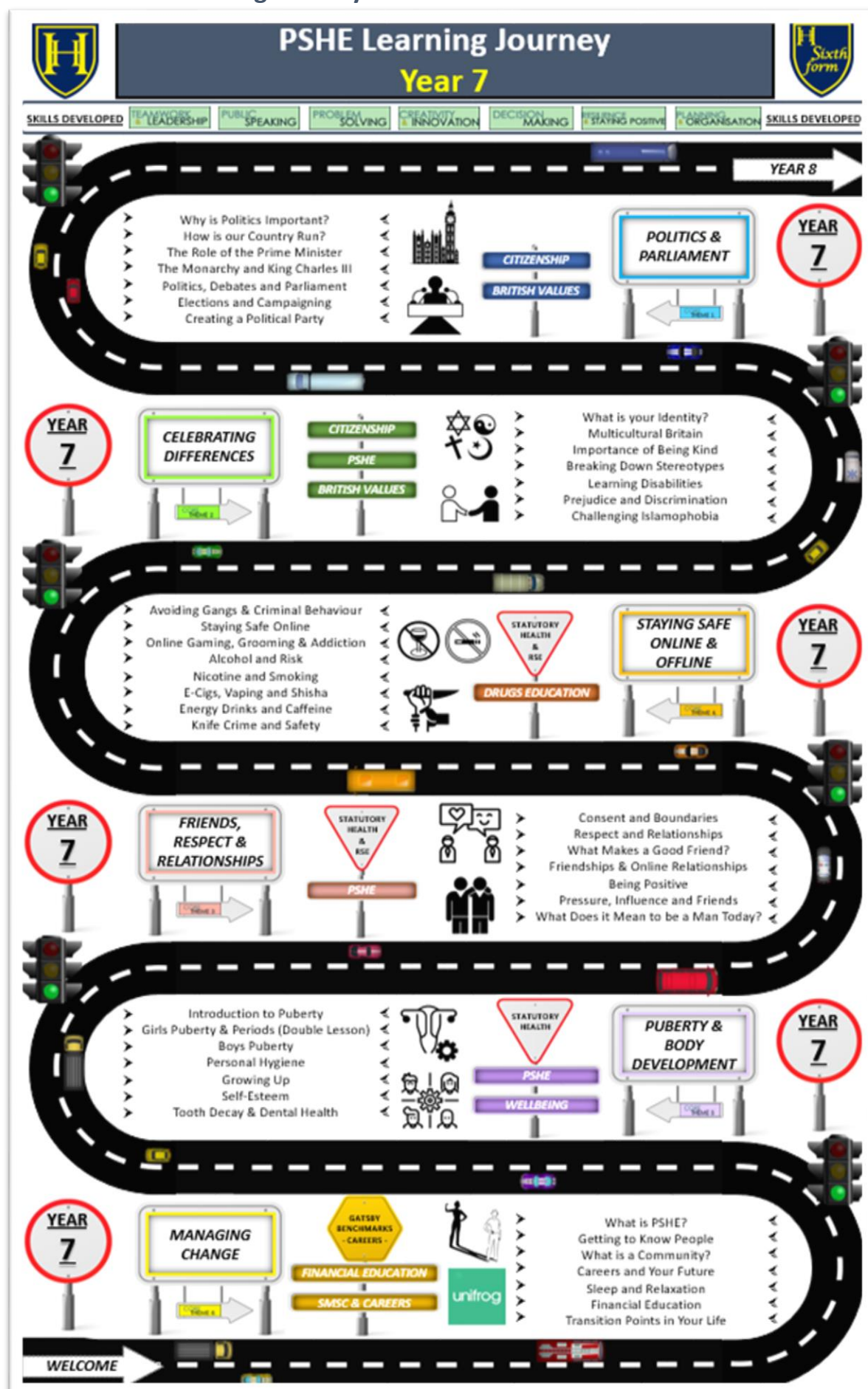
Psychology

Different forms of mental illness, treatments and societal understanding of mental illness.

Computing.

E-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

16. Appendix 4: PSHE Learning Journeys



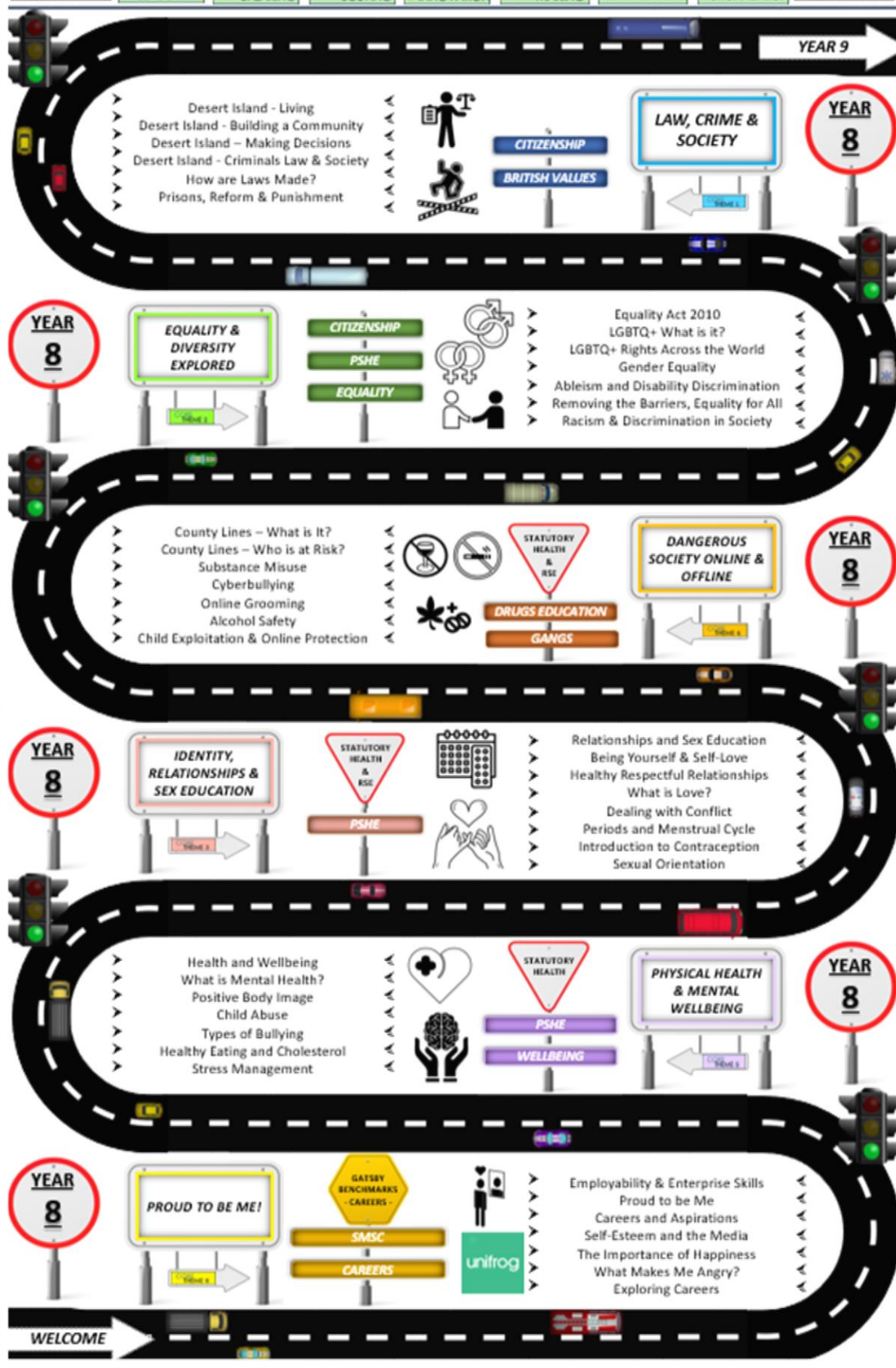


PSHE Learning Journey

Year 8



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



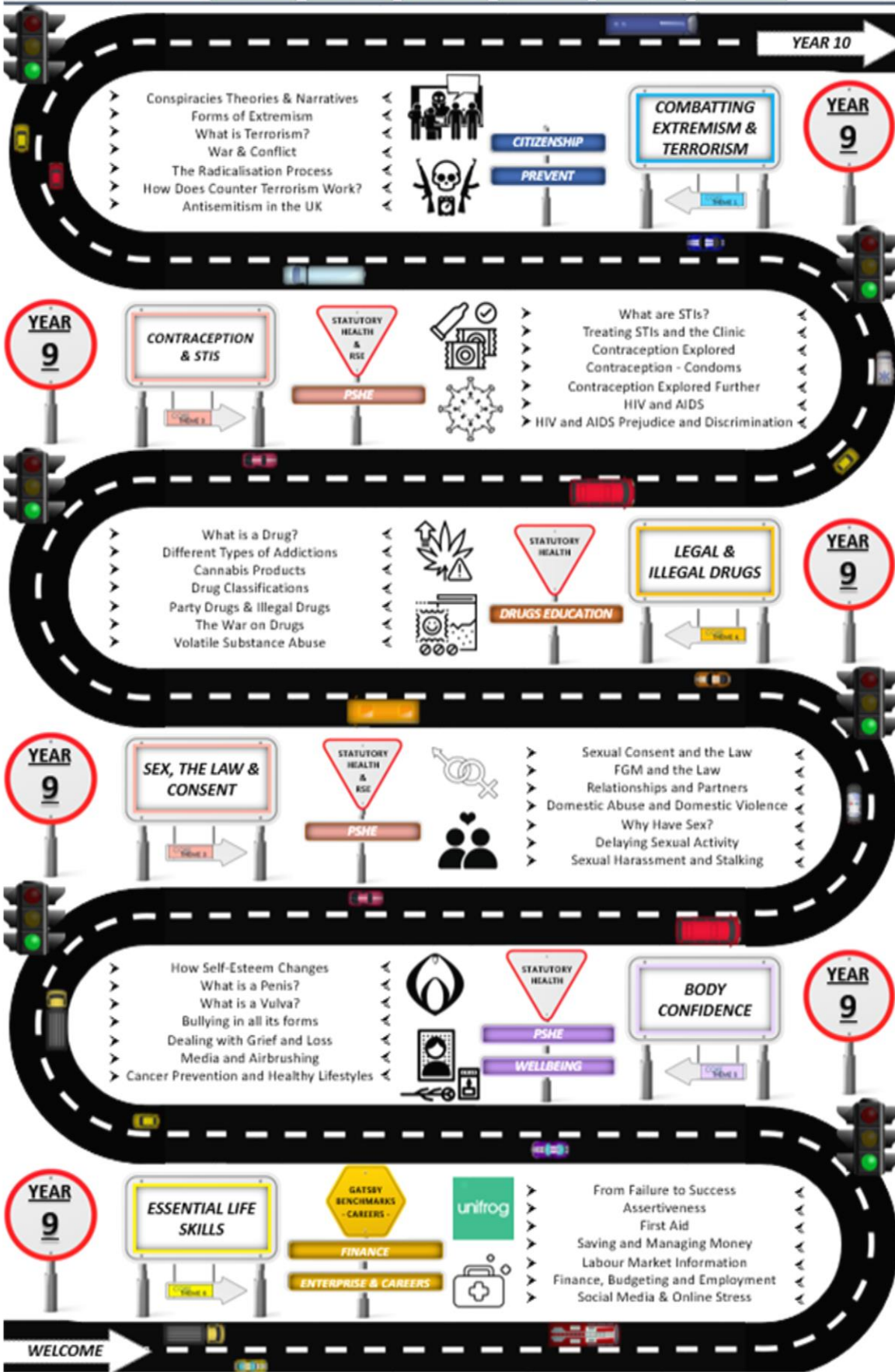


PSHE Learning Journey

Year 9



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



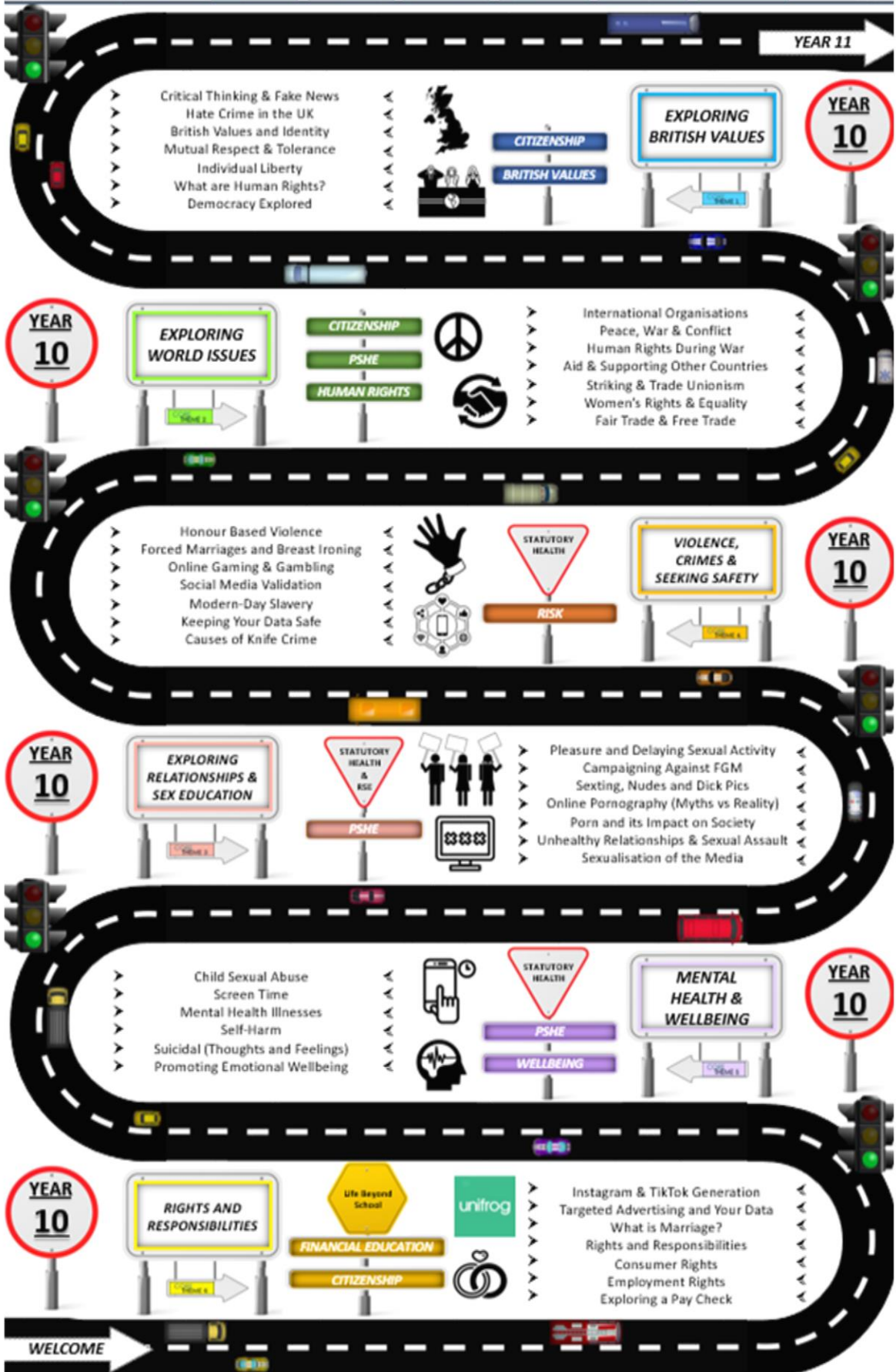


PSHE Learning Journey

Year 10



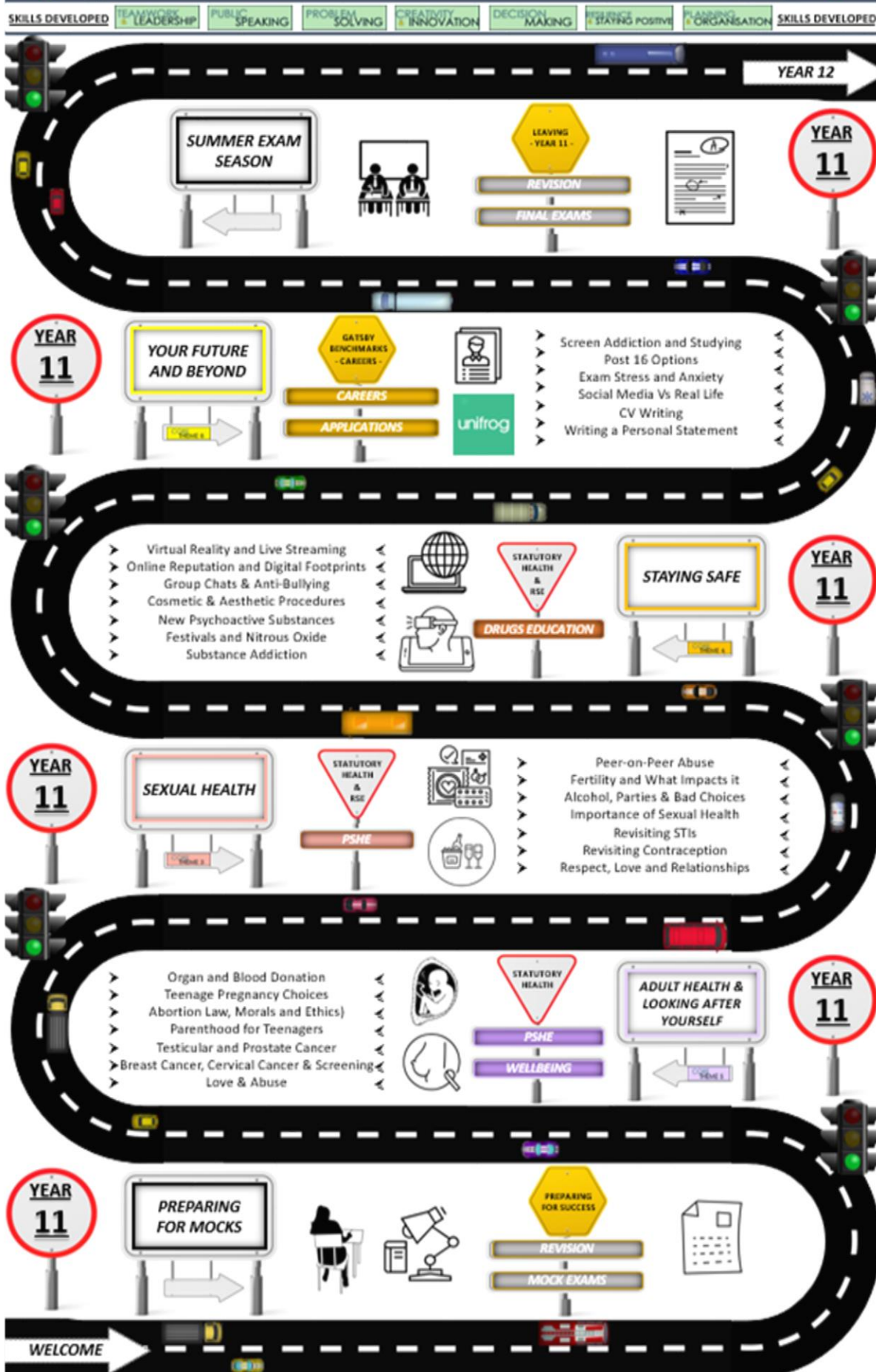
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PSHE Learning Journey

Year 11



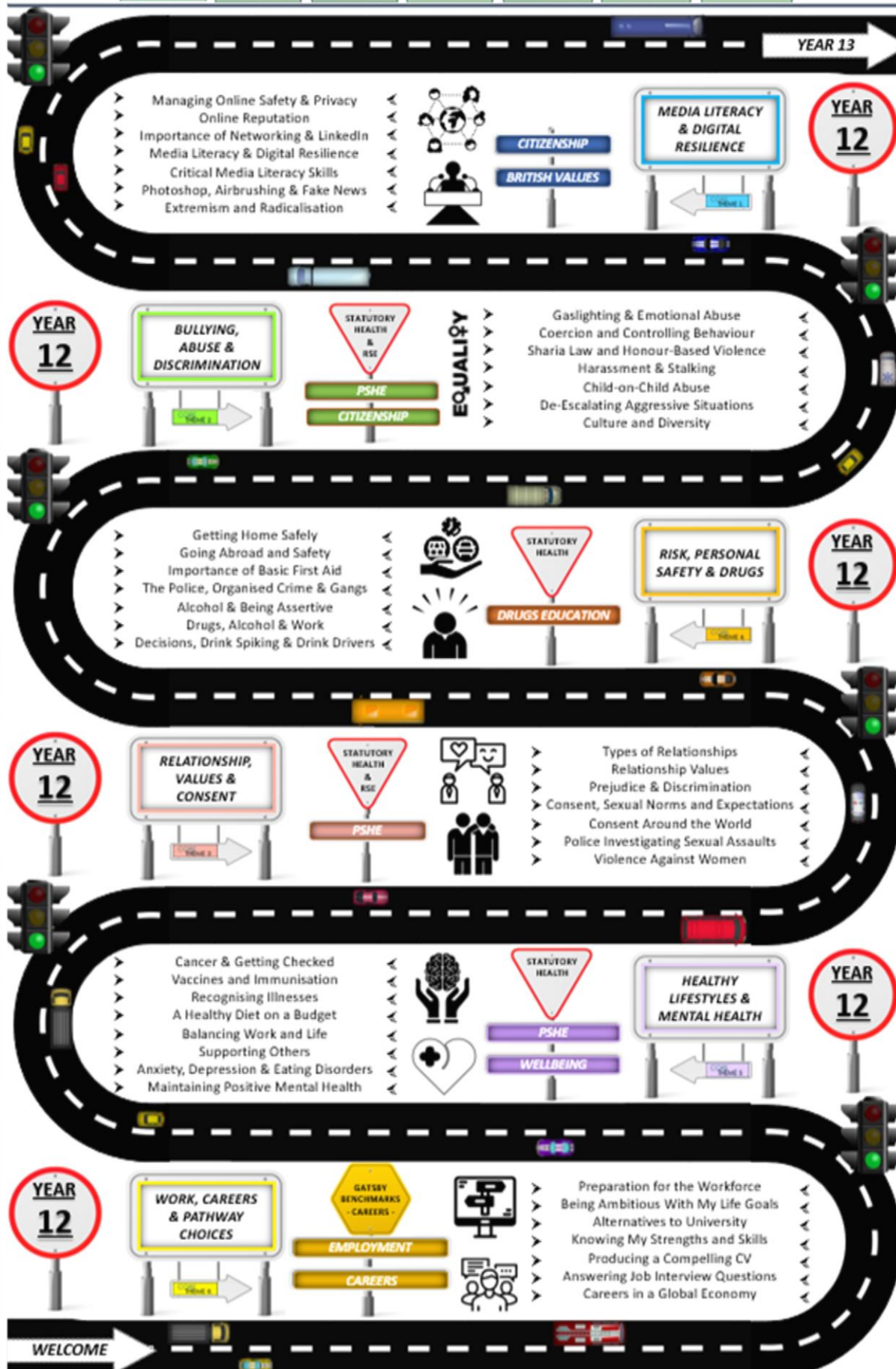


PSHE Learning Journey

Year 12



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



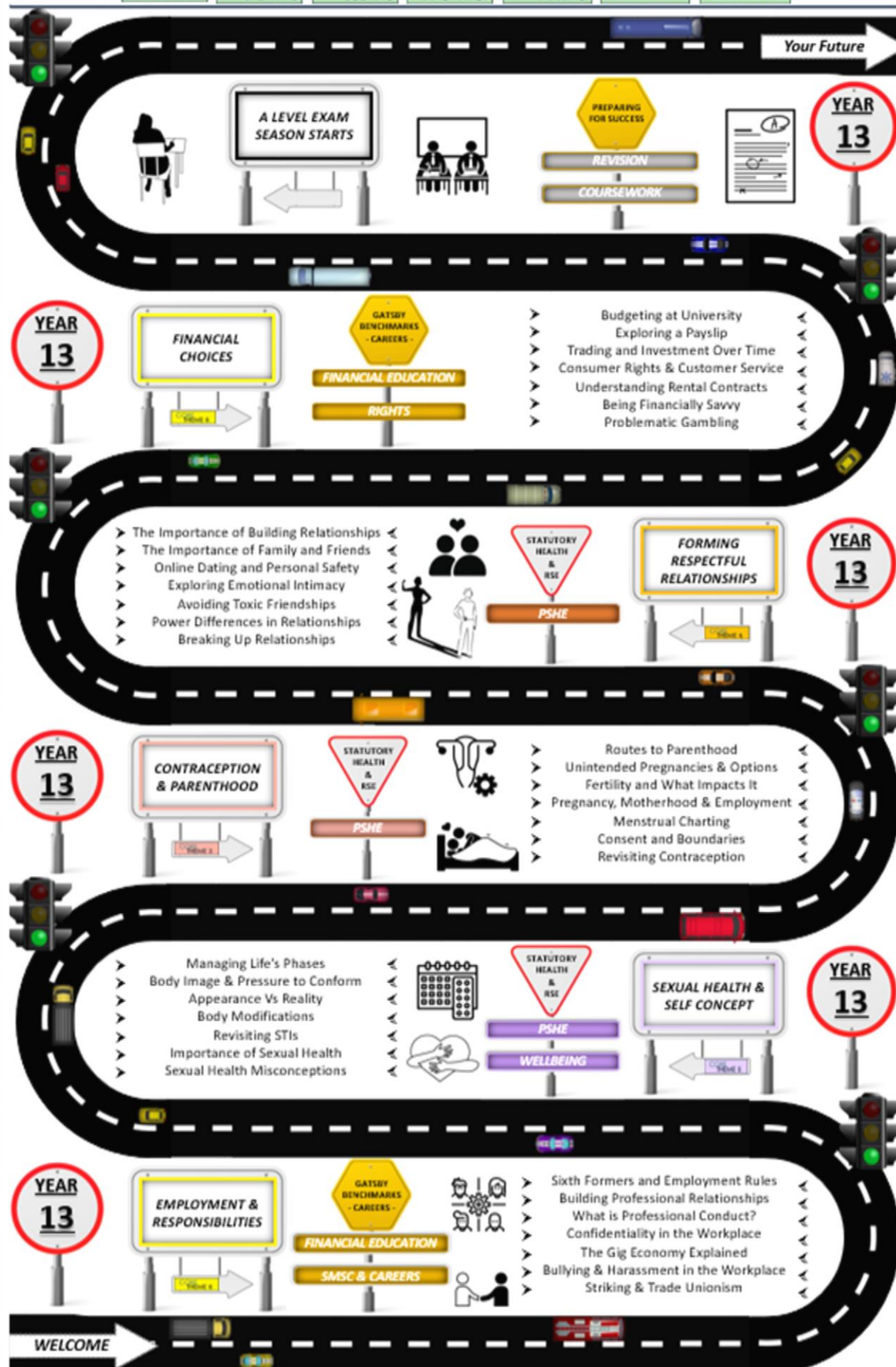


PSHE Learning Journey

Year 13



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



17. Appendix 5: PSHE Lessons Overview

Week	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	Puberty & Body Development - Introduction to Puberty	Physical Health & Mental Wellbeing - Health and Wellbeing	Body Confidence - How Self-Esteem Changes	Mental Health and Wellbeing - Child Sexual Abuse	Adult Health and Looking After Yourself - Organ and Blood Donation
Week 2	Puberty & Body Development - Girls Puberty & Periods (Double Lesson)	Physical Health & Mental Wellbeing - What is Mental Health?	Body Confidence - What is a Penis	Mental Health and Wellbeing - Screen Time	Adult Health and Looking After Yourself - Teenage Pregnancy Choices
Week 3	Puberty & Body Development - Boys Puberty	Physical Health & Mental Wellbeing - Positive Body Image	Body Confidence - What is a Vagina	Mental Health and Wellbeing - Mental Health Illnesses	Adult Health and Looking After Yourself - Abortion Laws, Morals and Ethics
Week 4	Puberty & Body Development - Personal Hygiene	Physical Health & Mental Wellbeing - Child Abuse	Body Confidence - Bullying in all its forms	Mental Health and Wellbeing - Self-Harm	Adult Health and Looking After Yourself - Parenthood for Teenagers
Week 5	Puberty & Body Development - Growing Up	Physical Health & Mental Wellbeing - Types of Bullying	Body Confidence - Dealing with Grief and Loss	Mental Health and Wellbeing - Suicide (Thoughts and Feelings)	Adult Health and Looking After Yourself - Testicular and Prostate Cancer
Week 6	Puberty & Body Development - Self-Esteem	Physical Health & Mental Wellbeing - Healthy Eating and Cholesterol	Body Confidence - Media and Airbrushing	Mental Health and Wellbeing - Promoting Emotional Wellbeing	Adult Health and Looking After Yourself - Breast Cancer, Cervical Cancer & Screening
Week 7	Puberty & Body Development - Tooth Decay and Dental Health	Physical Health & Mental Wellbeing - Stress Management	Body Confidence - Cancer Prevention and Healthy Lifestyles	Risk, Relationships & Sex Education - Pleasure and Delaying Sexual Activity	Adult Health and Looking After Yourself - Love and Abuse
Half Term (2 Weeks)					
Week 8	Friends, Respect & Relationships - Consent and Boundaries	Identity, Relationships & Sex Education - Relationships and Sex Education	Sex, the Law & Consent - Sexual Consent and the Law	Risk, Relationships & Sex Education - Campaigning Against FGM	Sexual Health - Peer on Peer Abuse
Week 9	Friends, Respect & Relationships - Respect and Relationships	Identity, Relationships & Sex Education - Being Yourself & Self-Love	Sex, the Law & Consent - FGM and the Law	Risk, Relationships & Sex Education - Sexting, Nudes and Dick Pics	Sexual Health - Fertility and What Impacts it
Week 10	Friends, Respect & Relationships - What Makes a Good Friend	Identity, Relationships & Sex Education - Healthy Respectful Relationships	Sex, the Law & Consent - Relationships and Partners	Risk, Relationships & Sex Education - Online Pornography (Myths vs Reality)	Sexual Health - Alcohol, Parties and Bad Choices
Week 11	Friends, Respect & Relationships - Friendships & Online Relationships	Identity, Relationships & Sex Education - What is Love	Sex, the Law & Consent - Domestic Abuse and Domestic Violence	Risk, Relationships & Sex Education - Porn and its Impact on Society	Sexual Health - Importance of Sexual Health
Week 12	Friends, Respect & Relationships - Being Positive	Identity, Relationships & Sex Education - Dealing with Conflict	Sex, the Law & Consent - Why have Sex	Risk, Relationships & Sex Education - Unhealthy Relationships, Sexual Assault and Rape	Sexual Health - Revisiting STIs
Week 13	Friends, Respect & Relationships - Pressure, Influence and Friends	Identity, Relationships & Sex Education - Periods and Menstrual Cycle	Sex, the Law & Consent - Delaying Sexual Activity	Risk, Relationships & Sex Education - Sexualisation of the Media	Sexual Health - Revisiting Contraception
Week 14	Friends, Respect & Relationships - What Does it Mean to be a Man in Today	Identity, Relationships & Sex Education - Introduction to Contraception	Sex, the Law & Consent - Sexual Harassment and Stalking	Violence, Crimes & Seeking Safety - Honour Based Violence	Sexual Health - Respect, Love and Relationships
Week 15	Staying Safe Online & Offline - Avoiding Gangs & Criminal Behaviour	Identity, Relationships & Sex Education - Sexual Orientation	Legal and Illegal Drugs - What is a Drug	Violence, Crimes & Seeking Safety - Forced Marriage and Breast Ironing	Staying Safe - Virtual Reality and Live Streaming
Christmas Holiday					
Week 16	Staying Safe Online & Offline - Staying Safe Online	Dangerous Society Online & Offline - County Lines - What is it	Legal and Illegal Drugs - Different Types of Addictions	Violence, Crimes & Seeking Safety - Online Gaming & Gambling	Staying Safe - Online Reputation and Digital Footprints
Week 17	Staying Safe Online & Offline - Online Gaming, Grooming and Addiction	Dangerous Society Online & Offline - County Lines - Who is at Risk	Legal and Illegal Drugs - Cannabis Products	Violence, Crimes & Seeking Safety - Social Media Validation	Staying Safe - Group Chats & Anti-Bullying
Week 18	Staying Safe Online & Offline - Alcohol and Risk	Dangerous Society Online & Offline - Substance Misuse	Legal and Illegal Drugs - Drug Classifications	Violence, Crimes & Seeking Safety - Modern-Day Slavery	Staying Safe - Cosmetic and Aesthetic Procedures
Week 19	Staying Safe Online & Offline - Nicotine and Smoking	Dangerous Society Online & Offline - Cyberbullying	Legal and Illegal Drugs - Party Drugs & Illegal Drugs	Violence, Crimes & Seeking Safety - Keeping Your Data Safe	Staying Safe - New Psychoactive Substances
Week 20	Staying Safe Online & Offline - E-Cigs, Vaping and Shisha	Dangerous Society Online & Offline - Online Grooming	Legal and Illegal Drugs - The War on Drugs	Violence, Crimes & Seeking Safety - Causes of Knife Crime	Staying Safe - Festivals and Nitrous Oxide
Week 21	Staying Safe Online & Offline - Energy Drinks and Caffeine	Dangerous Society Online & Offline - Alcohol Safety	Legal and Illegal Drugs - Volatile Substance Abuse	Exploring World Issues - International Organisations	Staying Safe - Substance Addiction
Half Term					
Week 22	Staying Safe Online & Offline - Knife Crime and Safety	Dangerous Society Online & Offline - Child Exploitation & Online Protection	Contraception & STIs - What are STIs	Exploring World Issues - Peace, War & Conflict	Intervention / Study Skills / Exam Preparation
Week 23	Celebrating Differences - What is your Identity	Equality and Diversity Explored - Equality Act 2010	Contraception & STIs - Treating STIs and the Clinic	Exploring World Issues - Human Rights During War	Intervention / Study Skills / Exam Preparation
Week 24	Celebrating Differences - Multicultural Britain	Equality and Diversity Explored - LGBTQ+ What is it	Contraception & STIs - Contraception Explored	Exploring World Issues - Aid & Supporting Other Countries	Intervention / Study Skills / Exam Preparation
Week 25	Celebrating Differences - Importance of Being Kind	Equality and Diversity Explored - LGBTQ+ Rights Across the World	Contraception & STIs - Contraception - Condoms	Exploring World Issues - Striking and Trade Unionism	Intervention / Study Skills / Exam Preparation
Week 26	Celebrating Differences - Breaking Down Stereotypes	Equality and Diversity Explored - Gender Equality	Contraception & STIs - Contraception Explored Further	Exploring World Issues - Women's Rights and Equality	Intervention / Study Skills / Exam Preparation
Easter Holiday					
Week 27	Celebrating Differences - Learning Disabilities	Equality and Diversity Explored - Ableism and Disability Discrimination	Contraception & STIs - HIV and AIDS	Exploring World Issues - Fair Trade and Free Trade	Intervention / Study Skills / Exam Preparation
Week 28	Celebrating Differences - Prejudice and Discrimination	Equality and Diversity Explored - Removing the Barriers Equality for all	Contraception & STIs - HIV and AIDS Prejudice and Discrimination	Exploring British Values - Critical Thinking & Fake News	Intervention / Study Skills / Exam Preparation
Week 29	Celebrating Differences - Challenging Islamophobia	Equality and Diversity Explored - Racism & Discrimination in Society	Combating Extremism & Terrorism - Conspiracy Theories and Extremist Narratives	Exploring British Values - Hate Crime in the UK	Intervention / Study Skills / Exam Preparation
Week 30	Politics & Parliament - Why is Politics Important	Law, Crime & Society - Desert Island - Living	Combating Extremism & Terrorism - Forms of Extremism	Exploring British Values - British Values and Identity	Intervention / Study Skills / Exam Preparation
Week 31	Politics & Parliament - How is our Country Run	Law, Crime & Society - Desert Island - Building a Community	Combating Extremism & Terrorism - What is Terrorism	Exploring British Values - Mutual Respect & Tolerance	Intervention / Study Skills / Exam Preparation
Week 32	Politics & Parliament - The Role of the Prime Minister	Law, Crime & Society - Desert Island - Making Decisions	Combating Extremism & Terrorism - War and Conflict	Exploring British Values - Individual Liberty	Intervention / Study Skills / Exam Preparation
Half Term					
Week 33	Politics & Parliament - The Monarchy and King Charles III	Law, Crime & Society - Desert Island - Criminals, Law & Society	Combating Extremism & Terrorism - The Radicalization Process	Exploring British Values - What are Human Rights	
Week 34	Politics & Parliament - Political Debates and Parliament	Law, Crime & Society - How are Laws Made	Combating Extremism & Terrorism - How Does Counter Terrorism Work	Exploring British Values - Democracy Explored	
Week 35	Politics & Parliament - Elections and Campaigning	Law, Crime & Society - Prison, Reform and Punishment	Combating Extremism & Terrorism - Antisemitism	Transition/Catch-up Sessions	
Week 36	Politics & Parliament - Creating a Political Party	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	
Week 37	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	
Week 38	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	

18. Appendix 6: Preparing for Adulthood (PFA) Lessons

Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Managing Change - What is PSHE?	Proud to be me - Employability & Enterprise Skills	Essential Life Skills - From Failure to Success	Rights and Responsibilities - Insta and TikTok Generation	Compass - Future Skills Questionnaire (FSQ)
Lesson 2	Managing Change - Getting to Know People	Proud to be me - Proud to be me	Essential Life Skills - Assertiveness	Compass - Future Skills Questionnaire (FSQ)	Your Future and Beyond - Screen Addiction and Studying
Lesson 3	Managing Change - What is a Community	Proud to be me - Careers and Aspirations	Compass - Future Skills Questionnaire (FSQ)	Rights and Responsibilities - Targeted Advertising and Your Data	Employer Encounter
Half Term (2 Weeks)					
Lesson 4	Managing Change - Careers and Your Future	Compass - Future Skills Questionnaire (FSQ)	Essential Life Skills - First Aid	Employer Encounter	Your Future and Beyond - Post 16 Options
Lesson 5	Compass - Future Skills Questionnaire (FSQ)	Proud to be me - Self Esteem and the Media	Essential Life Skills - Saving and Managing Your Money	Rights and Responsibilities - What is Marriage	What is UniFrog: Using the Locker
Lesson 6	Managing Change - Sleep and Relaxation	Proud to be me - The Importance of Happiness	Essential Life Skills - Labour Market Information	What is UniFrog: Using the Locker	UniFrog - What are my employability skills?
Lesson 7	Managing Change - Financial Education	Proud to be me - What Makes Me Angry	What is UniFrog: Using the Locker	UniFrog - Reflecting on my career journey: Past present and future	Employer Encounter
Christmas Holiday					
Lesson 8	Celebrating Differences - Learning Disabilities	What is UniFrog: Using the Locker	UniFrog - What are my skills	Rights and Responsibilities - Rights and Responsibilities	Your Future and Beyond - Exam Stress and Anxiety (2 Hours)
Lesson 9	What is UniFrog: Using the Locker	UniFrog - Job applications: Superhero CV's	Employer Encounter	Rights and Responsibilities - Consumer Rights	Your Future and Beyond - Social Media Vs Real Life
Lesson 10	UniFrog - Who am I?	Proud to be me - Exploring Careers	Essential Life Skills - Finance, Budgeting and Employment	Rights and Responsibilities - Employment Rights	Your Future and Beyond - CV Writing
Half Term					
Lesson 11	Managing Change - Transition Points in Your Life	Career Exploration Programme - Who am I	Essential Life Skills - Social Media and Online Stress	Employer Encounter	UniFrog - Post 16 Choices, Choices
Lesson 12	Career Exploration Programme - Who am I	Career Exploration Programme - What's out there?	Employer Encounter	Rights and Responsibilities - Exploring a Pay Check	UniFrog - Decision making: Choosing your post-16 pathway
Lesson 13	Career Exploration Programme - What's out there?	Employer Encounter	Career Exploration Programme - Who am I	Career Exploration Programme - Who am I	UniFrog - Researching volunteering and paid work
Easter Holiday					
Lesson 14	Employer Encounter	UniFrog - Challenges and rewards of work	Career Exploration Programme - What's out there?	Career Exploration Programme - What's out there?	Your Future and Beyond - Writing a Personal Statement
Lesson 15	UniFrog - Exploring possibilities: Dream Jobs	Career Exploration Programme - How do I get there?	Career Exploration Programme - How do I get there?	Career Exploration Programme - How do I get there?	Intervention / Study Skills / Exam Preparation
Lesson 16	Career Exploration Programme - How do I get there?	Employer Encounter	Career Exploration Programme - Money and Work	UniFrog - Exploring employers profiles	Intervention / Study Skills / Exam Preparation
Half Term					
Lesson 17	Employer Encounter	Career Exploration Programme - Money and Work	UniFrog - What comes after school: the main learning pathways	Career Exploration Programme - Money and Work	
Lesson 18	Career Exploration Programme - Money and Work	UniFrog - Creating the life you want: making a vision board	Career Exploration Programme - My Future Plan	UniFrog - What type of career is best for me	
Lesson 19	Career Exploration Programme - My Future Plan	Career Exploration Programme - My Future Plan	UniFrog - Taking control of your career journey	Career Exploration Programme - My Future Plan	

19. Appendix 7: PSHE Days

	Day 1					Day 2 (Careers Fair)					Day 3 (Culture Day)				
Year 7	UniFrog	Personal Safety	WMP Knife Crime	Managing Friendships and Relationships	Mental Health and where to find support	Careers Fair	UniFrog	WMP County Lines and Child Exploitation	Healthy Eating	Bullying and What makes a good friend	UniFrog	Fairness, Money and Control	Companies	Physical Health and Fitness	UniFrog
Year 8	UniFrog	WMP Knife Crime	Mental Health and resilience	Companies	Prevent	Careers Fair	WMP Drugs and Gangs	Healthy Respectful Relationships, What is Love?	Misogyny and Incel Culture	Higher Education/Further Education	UniFrog	First Aid	Apprenticeships	UniFrog	Digital Exploitation (AI/Deepfake)
Year 9	UniFrog	UniFrog	LinkedIn	Umbrella	WMP Knife Crime	Careers Fair	Apprenticeships	UniFrog	First Aid	Higher Education/Further Education	Enterprise Day	Enterprise Day	Enterprise Day	Enterprise Day	Enterprise Day
Year 10	UniFrog	WMP Knife Crime	Prevent	Apprenticeships	Higher Education/Further Education	Careers Fair	UniFrog	Companies	LinkedIn	Economic Abuse, Coercive Control in relationships	UniFrog	Umbrella	Apprenticeships	First Aid	WMP Drugs and Gangs
Year 11	6th Form Taster Day	6th Form Taster Day	6th Form Taster Day	6th Form Taster Day	Umbrella	Careers Fair	UniFrog	WMP Knife Crime	UniFrog	Apprenticeships					
Year 12	WMP Knife Crime	Higher Education Post 18 Pathways	Personal Finance	Life Skills	Companies	Careers Fair	Religious Debate	WMP Drugs	Apprenticeships	UCAS	Work Experience	Work Experience	Work Experience	Work Experience	Work Experience
Year 13	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	Careers Fair	WMP Knife Crime	Student Finance	Apprenticeships	Study Skills/Preparing for summer exams					