

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

Responsibility for approval: Senior Exec
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1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

The aims of relationships and sex education (RSE) at our school are to:

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

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to
 - 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
 - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
 - 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
 - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that

answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

10.0 Inclusion

10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

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

12.0 Roles and responsibilities

12.1 Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

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

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

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

14.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Tracey Hunt PSHE lead through: PSHE

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

15.3 This policy will be reviewed by Tracey Hunt annually. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust’s website and included in the Trust’s Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust’s website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Appendix



- 17.1 Appendix 1: Curriculum Map

Relationships and sex education exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE


Year 7 learning journey: Health and well-being – Including new topics from the 2026 framework

	PSHE Cycle 1: Growing up	PSHE Cycle 2: Changes	PSHE Cycle 3: Dreams and goals
Core content	<ol style="list-style-type: none"> 1. What makes me unique? 2. What is peer pressure? 3. Why do I want to fit in? 4. How do I show assertiveness? 5. Personal safety, road, rail and sea? 6. How do I stay safe online? 7. What are the effects of trolling? 8. Why do I fall out with my friends? 9. What makes a good friend? 10. Knowledge test, 'I can' and reflection 11. Independent learning 'Upstanders' create and perform and play. 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What changes happen during puberty? 2. What is personal hygiene? 3. Why do thoughts and feelings change during adolescence? 4. Developing bodies, menstruation facts and harmful, illegal practises – This lesson gives a brief basic and factual definition of reproduction. It also gives brief basic facts about FGM. 5. Why is exercise and sleep important for physical and mental growth 6. Healthy choices, alcohol and vaping 7. How can someone use social media in a safe way? 8. How does the media affect self-esteem? 9. Time online and mental health. 10. Knowledge test, 'I can' and reflection 11. Independent learning - Taking care of my health. 12. Responsive lesson 	<ol style="list-style-type: none"> 1. Confidence and self esteem 2. What is mental health? 3. Developing my resilience and coping skills 4. The impact of relationships, families and friends 5. Managing risk and looking after my personal safety 6. What is a career? 7. What are my skills short-, mid- and long-term goal setting? 8. Can money buy you happiness, ways to pay booklet 9. How do I use my money wisely, gambling, gaming booklet 10. Knowledge test, 'I can' and reflection of personal characteristics 11. Independent learning - The meaning of diversity and tolerance, banishing discrimination and hate. 12. Responsive lesson
Keywords and concepts	Introduction to personal development, uniqueness, peer pressure, the need for fitting in, assertiveness, being a good and kind friend, influences, stereotypes, assertiveness, cyber bullying, trolling, respect, boundaries, conflict, safe, happy.	Puberty, physical and emotional changes, periods, virginity testing, FGM, foot binding, breast ironing, hymenoplasty, PCOS sleep and exercise, alcohol, vaping awareness, online safety, AI, deep fakes, privacy, law, self-esteem, vaccinations, healthy and informed.	Careers focused cycle, employability skills, SMART target setting, pillars for resilience, aspiration, Equality Act, protected characteristics, understanding of money and debt, financial independence
PSHE association and STAT strands	<p>RR – 1,2,3,4,5,6, 9,10, 11</p> <p>MH – 1,2,3,4,5,</p> <p>PS – 1, 2,3,4,11</p> <p>OS – 1,2,3,4, 5, 6,7,8,14,15</p> <p>BS-2,4,5,11</p> <p>FAM- 8</p> <p>WBO – 1,2,3,4</p>	<p>DB – 1,2,3</p> <p>HP – 1,2,3, 4,5,6,7</p> <p>PH – 1,3</p> <p>MH – 1,2,3,4,5,6</p> <p>BS – 1,3</p> <p>DAVT – 4, 6, 7</p> <p>OS – 1 – 10</p> <p>WBO – 1,2,3</p> <p>FA – 1</p> <p>HE – 1,2,3</p>	<p>MH 1 – 7</p> <p>RR – 1,2, 5,6,7,8</p> <p>BS – 2,4,5,6</p> <p>ISR – 1,2</p> <p>WBO – 1-4</p> <p>FAM - 1 – 8</p> <p>OS – 8,9</p> <p>H9, L1, L2, L3, L6, L9, L15, L16, L17, L18, C3, R14, R15, R16</p>

	<p>H1, H2, H3, H4, H5, H10, H30, L20, L21, L27, R1, R2, R7, R9, R10, R13, R17, R19, R21, R37, R38, R39, R42, R43, R44</p> <p>L20, L21, L27</p>	<p>L24</p> <p>H6, H9, H14, H16, H18, H20, H22, H34, L24, R13, R38, R39, R41, R44</p>	
Skills	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, grow, law, conflict resolution, boundaries and self-reflection.	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, develop self-esteem and awareness of our own and others happiness, law, risk assessment and management	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, strength, financial awareness, independence communication, team building and resilience.
Assessment	Pre and post knowledge test, RAG 'I can' independent tasks based on learning		



Including new topics from the 2026 framework

Year 8	PSHE Cycle 1: My Peers	PSHE Cycle 2: Celebrating difference	PSHE Cycle 3: My future and life beyond
Core content	<ol style="list-style-type: none"> 1. What are peer influences and how do I recognise them? 2. How does the need for peer approval affect our decisions? 3. What are the risks of underage drinking? 4. What are the risks of smoking and vaping? 5. Gambling, gaming, debt and mental health – From 2026 6. What are the risks of using drugs? County lines and exploitation. 7. How do I use basic first aid to support those in emergency situations? 8. What are the dangers of sexting? 9. To understand passive, aggressive and assertive behaviour in relationships 10. Assessment lesson 11. Independent learning – Safety by rail and sea 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do people achieve emotional wellbeing? 2. Increasing self-esteem and worth, online and in real life. 3. What coping strategies can people use for body image? 4. How do people use support networks to build resilience? 5. Harmful subcultures, misogamy and incel 6. How do people recognise and challenge discrimination? 7. How is tolerance and respect linked to gender identity? 8. What is disability discrimination? 9. How do we celebrate our differences? 10. Knowledge test, ‘I can’ and reflection 11. Independent learning - Know your rights. 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What does success mean for me, personal and career journeys? 2. Exploring possibilities, dream jobs 3. What are good communication and team building skills? 4. Media literacy - staying safe online and potential risks. 5. Media literacy – interpretation information online. 6. Healthy lifestyles: exercising and diet for physical and mental wellbeing. 7. Growing up: physical and mental changes, menstrual health, PCOS and FGM 8. Healthy V unhealthy relationships, illegal and harmful behaviours? 9. Reproduction, consent, the law, basic STI and contraception knowledge. 10. Knowledge test, ‘I can’ and reflection 11. Independent learning - team building and entrepreneurial skills, building a bridge 12. Responsive lesson
Keywords and concepts	Peer pressure and dealing with peer influences, risk taking, consent, poor choices, alcohol and its effects, smoking/vaping and its effects, drug use, county lines, coercion, first aid, primary survey and CPR, illegal images, sexting, passive, aggressive and assertive behaviour, law, informed, healthy, boundaries, safe.	What does emotional wellbeing look like, personal space, online harassment, self-esteem, body image, overcoming body issues, self-worth, resilience and support networks, gender identity and transphobia, prejudice and discrimination, protected characteristics, effects of discrimination, disability discrimination, challenging racism, participate, connect, challenge, love and care.	Screen time, analysis of spare time, hobbies, employer requirements, stress, friendships, addiction, loss of jobs, types of discrimination, protected characteristics, reasonable adjustments, transferable skills, skills audit, Young Enterprise, entrepreneur, pitching for a business
PSHE association	FAM – 1,6,8 RR – 1,2,3,4,5,6	FAM - 1,5 RR – 1,2,3,4,5,6,9,10,11,12	FAM 1, 7 RR – 5, 8

and STAT strands	<p>OLS – 1,3,4,5,6,7,9,10 BS – 2,3,4,7, ISR – 1- 12. MH – 1 –6,8,9 WBO – 2,3,4,5,6 DAVT – 1 – 7 PS – 1 - 6 H2, H5, H23, H24, H25, H26, H27, H28, H30 H34, R1, R2, R9, R20, R24, R26, R29, R37, R38, R42, R43, R44</p>	<p>OLS – 2,8,10 BS – 3,6, 8,16 MH – 1- 8 WBO – 1,2,3,4 PH – 2 H2, H3, H4, H6, H7, H8, H9, H10, L21, R1, R3, R4, R5, R11, R17, L26, R39, R40, R41</p>	<p>OLSO - 1,2.4, ,6,7,8,9,14,15 BS - 1,3,5, 6,7,8,9,10,11, 12 ISR – 1- 10 WBO – 6 PH – 1,3,4 HE – 1,2,3 HP – 1,2,3,4,5,6 R41 H2, H13, L4, L5, L13, L14, L15, L16, L17, L18, L19, L2, L22, R14, R15, R16, R17, R39, R40, R41</p>
Skills	<p>Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, communication, emotional regulation, common sense, assertion, resilience, kindness, online safety, personal safety, law, and risk</p>	<p>Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, upstand, law, strength, personal power, upstand, respect, tolerance and connection.</p>	<p>Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, online safety and risk assessment personal power, personal skills, entrepreneur skills teambuilding skills, upstand, sexual health, law, safety and sense, recognizing emotional and physical changes.</p>
Assessment	<p>Pre and post knowledge test, RAG ‘I can’ independent tasks based on learning.</p>		



Including new topics from the 2026 framework

Year 9	PSHE Cycle 1: Mental health and Peer Influences	PSHE Cycle 2: Changing relationships	PSHE Cycle 3: Careers and health
Core content	<ol style="list-style-type: none"> 1. How is wellbeing and happiness linked to diet and exercise? 2. How does sleep affect my mental health? 3. The symptoms and signs of mental health conditions. 4. How do I take responsibility for my own physical and mental health? Gillicks competence and accessing self and health care 5. Health-related choices: blood, organ, and stem cell donation – From 2026 6. Identifying unhealthy relationship behaviours and how to combat risky peer group pressure. 7. Learning to recognise grooming behaviours and the signs of child sexual exploitation. 8. Learn to recognise key features of gang exploitation and how this type of activity can have a directly negative impact on ourselves and others. 9. Knowledge of the different types of drugs and the consequences of substance misuse. 10. Knowledge test and reflection 11. Independent learning - Families 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What makes a healthy relationship? 2. Criminal and abusive relationship behaviours – red flags and the law 3. How does pregnancy affect people? the law, reproduction, consent and choices. 4. What are STI's and contraception? The facts. 5. How can beauty standards and pornography create unrealistic, harmful norms. 6. How can combat loneliness in my community 7. How do different people parent? 8. Conflict resolution through communication, respect and practise 9. How do people cope with bereavement and loss? 10. Knowledge test, 'I can' and reflection 11. Independent learning - My wellbeing and resilience toolkit 12. Responsive lesson. 	<ol style="list-style-type: none"> 1. Careers and the future 2. What are my employability skills? Planning for financial security 3. Choices - pathways after leaving school. 4. Why is the labour market important, the 2010 Equality act. 5. Staying safe online – how data is generated and how you can protect your personal information, Ai's. Deepfakes and upsetting content 6. Dangers of sharing images. Bullying and scams 7. Addictive substances legal and illegal drugs 8. Healthy lifestyles: health services, self-examination, and vaccination 9. Staying safe – alcohol and binge drinking risks to personal safety – tombstoning. 10. Assessment lesson, 'I can' and reflection 11. Independent learning – Personal safety, sunbeds, tattoos and body enhancements 12. Responsive lesson.
Keywords and concepts	Definition of good mental health, factors affecting poor mental health, coping strategies, self-care, physical health, healthy relationships, peer approval, radicalisation, grooming, child sexual exploitation, gang exploitation, drug misuse and consequences, gambling, debt, conflict, happiness.	Relationships and sex education, intimacy and teenage relationships, types of contraceptives, STI's and their symptoms, misconceptions on pregnancy, pornography distortion, law, conflict through communication, respect, boundary's, idealisations of body image throughout history, negative effects of	First aid including CPR, AED's and choking, risk situations, behaviours linked to risky situations, peer led behaviour, positive risk taking, drugs and alcohol, teenage statistics, sunbeds, tattoos, piercings, sleep, nutrition and exercise, mental health issues, tips to improve mental health

		porn on relationship values, parenting styles, healthy parenting, safe, ready.	
PSHE association and STAT strands	<p>FAM - 1,2,3,4,5,6,7,8 RR - 1,2,3,4,5, 8,11 OLS - 8,9 BS - 3,4,5,6,7,8,9,11,12,16 MH - 1 - 8 WBO - 2,4,5,6 DAVT - 1 - 7 HP - 2,3 PS - 1 - 5</p> <p>H4, H5, H6, H10, H11, H12, H14, H15, H16, H17, H18, H19, H29, H30, L19, R10, R13, R17, R20, R24, R26, R37, R42, R43, R44, R45, R46, R47</p>	<p>FAM - 1 - 8 RR - 1,2,4,5,6,7,8,9,10,11,12 OLS - 1,2,3,4,5,8,9,10,11,14,15 BS - 1 - 11 ,15,16 ISR - 1 - 12 MH - 1 - 7 WBO - 1,3 DAVT - 5,6,7 HP - 7,9 PS - 3, 6 DB - 1, 2, 4</p> <p>H20, H21, H35, H36, L20, R1, R2, R3, R5, R6, R7, R8, R9, R11, R12, R13, R18, R19, R21, R22, R23, R24, R25, R26, R27, R28, R31, R32, R33, R34, R35, R36, L25, R40, R41, L15, L18, L19, L20, L1, L2, L3</p>	<p>FAM - 8 OLS - 1,2,3,4,5,6,7,8,9,10, 11. BS - 4,16 WBO - 1,2,3,4,5,6,7 PH - 3 DAVT - 1,2,3,4,5 HP - 4,5,6,7,8 DB - 3, PS - 3,5. H2, H4, H5, H6, H7, H9, H10, H11, H12, H13, H15, H16, H17, H18, H19, H20, H21, H23, H25, R20, R35, R36, L15, L18, L19, L20, L1, L2, L3</p>
Skills	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, healthy, empathy, responsibility, social expectations, care, courage, self-awareness, health awareness, common sense, safety, law, risk, happy and positive communication and affirmation.	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, confidence, equity, connection, safe sexual and relationship practices, law, respect, empathy and bravery	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, online safety and risk assessment personal power, personal skills, entrepreneur skills teambuilding skills, upstand, law, safety and sense, recognizing health risks, responsibility.
Assessment	Pre and post knowledge test, RAG 'I can' independent tasks based on learning.		

Including new topics from the 2026 framework

Year 10	PSHE Cycle 1: My career	PSHE Cycle 2: Relationships	PSHE Cycle 3: Making Decisions
Core content	1. To challenge stereotyping and discrimination in the workplace, workplace contracts 2. What comes out of our pay slips? income tax, national insurance and pensions. Workplace rights. 3. The cost of independent living, bills and debt. 4. Putting your best self-online and in real life, how do I prepare for a job application, skills and attributes 5. To know the value of work experience and how to write a work experience application letter. 6, Interview practice Assessment and I can	1. Diversity in different relationships 2. Criminal behaviors and abusive relationship signs 3. The truth about misogamy and incel cultures 4. Safe sexual health practises 5. Risky sexual behaviours to do with alcohol and illegal substances 6. Coping with loss, separation and divorce. Assessment and I can.	1. Mental health and lifestyle practise to build resilience for life experiences. 2. Pornographic harms, distortion and misrepresentation 3. Online awareness, what's real, what to share, upsetting content and extremism 4. Pregnancy, miscarriage and abortion facts 5 Families, fertility, alternative ways to become a parent and parental responsibilities. 6. Assessment and independent learning unhealthy substance use V healthy lifestyles.
Keywords and concepts	LLM, growth industries, gender stereotypes, payslips, budgeting and debt, whistleblowing, discrimination, protected characteristics, code of conduct, Equality Act, work experience, CV writing, job applications, myth busting in work, skills and attributes	Features of relationships, diversity in relationships, LGBT+ relationships, maintaining relationships, attachment, STI's, PREP PEP contraception, illegal behaviours, condoms, consent, divorce and separation, cycle of grief, informed, healthy, safe, happy.	Mental health contexts for coping, lifestyle, what, pornography, law, distortion, deepfakes, AI chatbots happens during pregnancy, alternatives to giving birth, adoption, abortion, IVF, surrogacy, costs of raising a child, physical health, ready, safe, healthy.

PSHE association/ STAT strands	OLS - 1,2,3,4,5,7,8 WBO – 1,2 L1, L2, L9, L12, L8, L10, L11, L13, L14, L15, L21, L22, L23 (L16, L17, L19, L20, R34, H22, L28, R5, R9	FAM – 2,3,4,5,6,7 RR – 1,2,3, 2,3,6,7,8,9,10,11,12 OS- 6,7,8,9,10,11 BS – 1,2,3,4,5,6,7,8,9,10, 12,16 ISR – 1 – 12 MH 1,2,3,6,7,8 WBO – 1,2,6 DAVT – 4,5,6,7 R1, R2, R36, R7, R11, R18, R4, R10, R12, R13	FAM – 1,2,6,8 RR – 6, 7,8,9,10,11,12 ONS – 1,2,3,4,5,8, 11, 14, 15 BS - 14 MH - 1,2,3,4,5,6,7,8 DAVT – 1,2,3,4,5,6,7 WBO – 1,2,3,4,5 PH – 1,2,3,4 HP – 1,2,3,4 - FAD R21, R8, R18, H27, H28, H29, R10, R23, H26, R2, R24, R26, R27, H30, H31, H32, H33, R10, R25
Skills	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, life and financial skills, world of work skills, equity and equality knowledge, employability skills, skills need for work experience and getting your dream job.	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, confidence, equity, connection, safe sexual and relationship practices, law, respect, risk, empathy, law, upstander, strength, resolution, tolerance, assertion.	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, healthy, empathy, responsibility, social expectations, care, courage, self-awareness, health awareness, safety, law, risk, happy and positive communication and affirmation.
Assessment	Pre and post knowledge test, RAG 'I can' independent tasks based on learning		

Including new topics from the 2026 framework

Year 11	PSHE Cycle 1: Challenge and Control	PSHE Cycle 2: My future	PSHE Cycle 3: Revision – We got this
Core content	1. Disinformation, clickbait and scams online? 2. Consent, nudes harm and bullying and harassment online. 3. How can gangs exploit you and facts about knife crime? 4. Recognising coercion and abuse in relationships and how to offer support and get help 5. To know the difference between non-consensual and consensual sex. From 2026 – 2027 -To know how to reduce the sexual health risk within consensual legal sexual activity 6. MARRIAGES - What is forced marriage and extremism Post knowledge assessment.	1. Your skills, your team, your future 2. What happens to my pay? Tax, NI, pension 3. What are the costs I face as an adult? Budgeting, clothes, socialising, food etc) 4. Protecting your finances, financial scams online 5. Gambling: Risks, Consequence, and safety. 6. Assessment, 'I can' and toolkit for my future	1. Exam stress – keeping on top of our mental health and revision techniques and time 2. The importance of self-care, sleeping, eating and exercising – revision techniques and time 3. Connections family and friends for support - revision techniques and time. 4. What's next for me? Post 16, labour market and revision time.
Keywords and concepts	Insta vs reality, disinformation, clickbait, the law and sending sexually explicit photos, trolling, knife crime reality stalking, harassment, coercion, sexual	Skills, labour market information, employment deprivation, tax, national insurance, pensions, payslips, budgeting, cost awareness, scams, financial frauds, independence, staying safe.	Revision excellence, different styles of revision, post-16 routes, coping, thriving, self-care, balance and connections.

	assault, honour-based violence, forced marriage, protest vs terrorism, extremism in the community, British values		
PSHE association strands	FAM – 1- 6, 8 RR – 1,2,3,5,8,10,11 OS – 1,2,3,4,5,6,7,8,9,10,12,14,16 BS – 1 – 13 ISR – 1,2,4,5,8,9,10,11 MH – 1 WBO – 2,3,6 PS – 1,2,3,4,5,6 H1, H3, H22 H23, L2, L3, L24, L27, L28, L29, R14, R15, R16, R17, R18, R19 R28, R29, R30, R31, R32, R33, R35, R37, R38	Fam – 8 RR – 3 OS – 1,2,3,6 MH – 4, 8 WBO -2, 4, 5 HP – 7,8 Living in the wider world.	MH – 1,2,3,4,7, 9 PHF – 3 HE – 1 RR – 1,3
Skills	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively, confidence, equity, connection, safe sexual and relationship practices, law, respect, risk, empathy, law, upstander, strength, resolution, tolerance, assertion.	Analyze, contextualize, justify, respond to, express views, make informed responses, apply ideas, compare, use appropriate terms, respond sensitively, reframe, confidence, life and financial skills, world of work skills, equity and equality knowledge, employability skills, personal skills, financial risk and online financial harms awareness.	
Assessment	Pre and post knowledge test, RAG 'I can' independent tasks based on learning	Pre and post knowledge test, RAG 'I can' independent tasks based on learning	

6th form learning journey: Personal Development

	PSHE Cycle 1: Next Steps Living in the Wider World	PSHE Cycle 2: Personal Success / Relationships, Health and Financial Stability	PSHE Cycle 3: Health and wellbeing (No year 13 PSHE time for revision)
Core content	<ol style="list-style-type: none"> 1. Babcock Introduction to Apprenticeships, further training. 2. Marjon Post 18 Options, Next Step opportunities 3. Babcock Interview speed dating, preparation for the real world 4. Work experience applications 5. Mock Interviews, achieving success 6. Higher Level and Degree Apprenticeships, aim high 7. Learn to Live 8. RAF Careers Presentation, opportunities 9. Interviews, skills and strengths 10. CV and Cover letters, protocol, professional and successful. 11. Global Career opportunities, life outside the UK 12. TWT 6th Form University of Plymouth Lectures 	<ol style="list-style-type: none"> 1. Student finance 2. Preparing for student life 3. NSPCC Harmful sexual behaviours, Illegal behaviours in real life and online. Consent. 4. Zone. Sexual Health. Contraception. STIs, unintended pregnancy and fertility issues 5. Police. Consent What is consent, the law regarding consent, legal, physical and mental repercussions of not respecting consent, 6. Unifrog Making choices about your sexual health 7. Self-defence training, Thai boxing- 8. Police: What is a hate crime 9. Financial choices: working and earning 10. Unifrog Staying safe: recreational drugs 11. Interfaith week Assembly 12. TWT Study skills conference 	<ol style="list-style-type: none"> 1. Cervical Cancer and HPV – NHS 2. Testicular Cancer Oddballs 3. RNLI – Water safety 4. Young Minds – Understanding Mental Health 5. Meningitis Trust – Meningitis awareness 6. TWT Wellbeing Day – Mental health, sexual health, personal safety, independent living. 7. SHARP Dangers of Drugs 8. Unifrog Body enhancement 9. NSPCC Staying safe online. 10. Work Experience Week Preparation and information 11. Staying safe over the Summer

Keywords and concepts	Strengths, interests, opportunities, success, ambition, courage, knowledge, power, job market, local and global economy.	Sexual and mental health, safety, precaution, protection, law and order, personal finance, employment right and responsibilities.	Self-concept, Mental Health and emotional Wellbeing, Healthy Lifestyle, sexual health, drugs alcohol and tobacco, online safety and image management, radicalisation
PSHE association strands	H1, H14, H15, H16, H17, H22, H23, H24, R19, L1, L2, L3, L4, L5, L6, L7, L8, L9, L22, L23	L13, L14, L15, L16, L17, L18, L19 L20, H4, H5, H6, H7, H8, H10, H12, H14, H18, H19, H20, R1, R2, R3, R4, R5, R6, R7, R8, R10, R11, R12, R13, R14, R15, R16, R17, R 18, R19, R20, R22, R24, R,23, R25	H2, H3, H4, H5, H6, H7, H8, H9, H11, H12, H13, H16, H17, H21, H22, R5, R8, R9, R19, R21, R22, L9, L10, L11, L12, L21, L22, L23, L24, L25
Skills	Reflection, evaluation, English, effective communication, teamwork, resilience, employability, independent decision making,	Healthy relationships, communication, resilience, understanding consent, law and order, rights, choices, avoiding unwanted pregnancy and STIs	Health awareness, personal safety, work experience, mental health, online safety, body image, employment rights and responsibilities
Assessment	Assess knowledge through use of pre and post survey on google forms to evaluate knowledge and skills gained. Tangible results in post destinations being secured. Observation of student engagement with guest speaker.	Assess knowledge through use of pre and post survey on google forms to evaluate knowledge and skills gained. Tangible results students understanding of Relationships, Health and Financial Stability. Observation of student engagement with guest speaker.	Assess knowledge through use of pre and post survey on google forms to evaluate knowledge and skills gained. Tangible results students understanding of Health and Wellbeing. Observation of student engagement with guest speaker.

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Responsibility for approval: Senior Exec
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