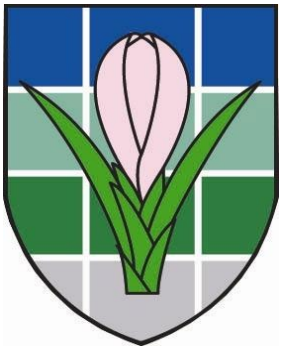
Saffron Walden County High School



Relationships and Sex Education

Health Education

Policy 2026-28

This policy is reviewed every two years following recommended guidelines. This review reflects the national statutory Relationships and Sex Education (RSE) within schools from September 2026.

Sex and Relationships Education Policy

Introduction

Parents were consulted on this policy in 2026. Updates do not change the content or approach; however, they reflect updated government guidance.

This Policy covers the approach at SWCHS in the delivery of Relationships and Sex Education, and Health Education, in line with DfE Statutory guidance.

The Policy is informed primarily by:

- Department for Education (2025). Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance. July 2025. [https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf]
- PSHE Association (2025). Writing your RSE Policy. Guidance updated to reflect the 2025 statutory RSHE requirements. [pshe-assoc...ion.org.uk]
- Long, R. (2025). Relationships and Sex Education in Schools (England). House of Commons Library Research Briefing SN06103, 19 December 2025. [commonslib...liament.uk]

It was produced by staff responsible for PSHE education provision, through consultation with relevant subject Areas, the wider school community, the SWCHS Local Governing Body, which includes parental representation. The Policy will be reviewed every two years. It will be made available to parents free of charge via the school web site.

This policy should be read in conjunction with the School's PSHE Education Policy.

Context

The DfE published in 2025 revised statutory guidance (see above) for Relationships Education in primary schools, and Relationships and Sex Education in secondary schools. The guidance also covers Health Education.

Definition

RSE is learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It enables children and young people to develop the knowledge, skills and values needed to form healthy, respectful relationships and make safe, informed choices throughout their lives.

RSE provision involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It includes developing understanding of the importance of consent, family life, stable and loving relationships, respect, love and care. RSE should begin informally in the home with parents and carers long before any formal education takes place and continues through primary and secondary school.

Within RSE, Sex Education is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity and should not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

Sex Education should enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE should also support

people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

At SWCHS, the consideration of issues around the theme of 'consent' will form a central focus of our Relationships and Sex Education programme across all year groups.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Rationale and Ethos

DfE (2025) introduces the aim of RSE, "Children and young people need knowledge and skills 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 their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

At SWCHS the theme of "consent" will underpin all aspects of RSE delivery across year groups, to ensure that students only engage in relationships that are consensual. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy, consensual relationship is like, they can be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

Students will be taught the facts and the law about sex, sexuality and sexual health in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation will be explored in an age-appropriate way, and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation and that therefore there should be equal opportunities to explore the features of stable and healthy same-sex relationships.

Our RSE policy is designed to be sensitive to the range of religious and cultural views about sexual behaviour, whilst still ensuring that pupils have access to the learning, they need to stay safe, healthy and to understand their rights as individuals. This includes therefore clear, impartial scientific information on matters such as the changes of puberty, fertility, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

Pupils should therefore be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. The theme of consent will include teaching of the key aspects of law relating to sex, including what consent is (and is not), the age of consent, and the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Unhealthy relationships will be explored, including grooming, sexual exploitation and domestic abuse, coercive and controlling behaviours, and the physical and emotional damage caused by

female genital mutilation (FGM). Students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. At all points students should be taught where to find support when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage), and strategies to manage this or to access support.

The RSE programme at SWCHS should be delivered in a non-judgemental, factual way and should allow scope for young people to ask questions in a safe environment. This is achieved by using approaches such as distancing techniques and setting ground rules with the class to help manage sensitive discussions.

Internet safety has been identified as a key issue at SWCHS. Students are taught the rules and principles for keeping safe online, including how to recognise risks, harmful content and contact, and how and to whom to report issues. We aim to give students a strong understanding of how online data is generated, collected, shared and used, for example personal data on social media, and an understanding of the way that businesses can exploit data available to them. A strong focus on healthy relationships within Relationships Education will help students to understand harmful behaviours online, and via other forms of media, which might otherwise normalise violent sexual behaviours.

RSE 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 will 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.

Legislation

The Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) states that all primary schools must deliver Relationships Education and all secondary schools must deliver Relationships and Sex Education (RSE). The revised guidance will become statutory from 1 September 2026

Withdrawal

The DfE statutory guidance notes that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. At SWCHS, before any such request is granted, the parent/carer will be contacted by the Headteacher or delegated authority such as the Head of PSHE to discuss the request with parents and, as appropriate, with the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will include discussion of the benefits of receiving this education, and any detrimental effects that withdrawal might have on the child – including any possible social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in sessions rather than the direct input by the teacher or external provider. Parents/carers will be asked how they propose to deliver relevant sex education to their child at home instead.

In line with statutory guidance, where this discussion has taken place, the school will respect the parents' request to withdraw the child, **up to and until three terms before the child turns 16**. After this point, if the student expresses a wish to receive sex education rather than be

withdrawn, arrangements will be made to provide the child with sex education during one of those terms. We will ensure that students know that they have this option.

A written record will be kept of all such discussions with parents/carers and students.

Where a student is removed from sex education at a parent/carer's request, the school will provide appropriate, purposeful education during the period of withdrawal.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where a student's specific needs arising from their SEND influence the final decision. In this case, the views of the SENCO will be sought.

There is no right to withdraw from Relationships Education or Health Education, or from statutory elements of the Science curriculum that relate to Sex Education.

Links to Other Policies

The RSE Policy supports and complements the following SWCHS policies:

- Anti-Bullying Policy
- Curriculum Policy
- Drugs Policy
- Equality & Diversity Policy
- E-Safety Policy
- PSHE Education Policy
- Safeguarding Policy
- SMSC Policy
- Birches Curriculum Planning

Inclusion

Ethnic and Cultural Groups

- We intend our policy and delivery to be sensitive to the needs of different ethnic groups. For some young people it might be culturally inappropriate to be taught some topics in mixed gender groups. We will respond to parental requests and concerns.

Students with Special Needs

- We will tailor provision to make it appropriate to the particular needs of our students, taking specialist advice where necessary. We are aware that some pupils with SEND are more vulnerable to exploitation and seek to address this through our RSE curriculum.

Sexual Identity and Sexual Orientation

- Young people need to feel that sex and relationship education is relevant to them, whatever their developing sexuality. It is the school's aim to deal sensitively and honestly with issues of sexual identity and sexual orientation. Support will be offered where appropriate. LGBT content is fully integrated into the program and not taught in a stand-alone lesson. Advice is sought from the School's LGBT Allies.

Roles and Responsibilities

Key roles in relation to RSE delivery at SWCHS are:

- LGB Standards & Education Committee – oversight and ratification of PSHE Policy
- Link Governor (Kieron Devey) – liaison between LGB and PSHE leadership team

- Director of Curriculum/SLT Link for PSHE education (Katie Vanderpere-Brown) – oversight of policy and line management of Head of PSHE.
- Head of PSHE (Sam Lock) – management of the KS3 and 4 taught programme and external inputs
- Head of Life Lessons (Chloe Ward) – management of KS5 taught programme and external inputs
- The PSHE/ Life Lessons Team – responsible for delivery of the taught PSHE/ Life Lesson programme to years 7-13
- Learning Support – responsible for ensuring that the programme is accessible and meaningful to all students
- Curriculum Teams – where content is delivered through subject-based Schemes of Work e.g., Science, RPE

The Head of PSHE will receive on-going and relevant RSE training through membership of the PSHE Association, Essex Sexual Health, Healthy Schools Essex, and training provided by other external bodies. This will inform development of the RSE programme at SWCHS. The Head of PSHE will provide training relating to RSE to year teams and curriculum teaching teams as required, through Enhanced CPD available on the PSHE Association website and regular meetings.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and is regarded as an entitlement for all students. All students from Years 7 to 13 should feel that the content is relevant to them and their developing relationships and sexuality. The programme is planned therefore to explore relationships and sexual orientation in an age-appropriate way, and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation and that therefore there should be equal opportunities to explore the features of stable and healthy same-sex relationships.

As part of the PSHE education curriculum, the RSE programme is planned to match the age-appropriate needs of our students within the general theme of 'consent'. A spiral curriculum is adopted so that students re-visit key components of RSE as they move through the school and develop in emotional and sexual maturity.

The RSE programme is planned and co-ordinated overall by the Head of PSHE and is delivered through a range of methods:

- Elements of the taught PSHE programme of lessons in all years with a focus on personal and family relationships. This also includes an annual baseline assessment of our new students' understanding of PSHE and RSE topics at the point of entry to the school.
- RPE in years 7-11
- The Science curriculum across Years 7 to 11
- The Computing curriculum in Years 7 - 11, with a particular focus on safe online behaviours
- Timetable collapses as part of the overall PSHE education programme, often delivered by external agencies
- Ad Hoc form time activities, as required

The statutory RSE Framework has been mapped against curriculum and PSHE delivery and this is summarised at Appendix One.

The RSE programme is therefore taught through a range of teaching methods and interactive activities. Active learning includes inputs by Theatre Inspiring Change that have been developed in conjunction with SWCHS staff and students, sometimes with external funding, to address specific PSHE and RSE issues that have emerged at the school and within the local community.

Inputs are adapted to meet the learning needs of all students, through liaison with the School's Learning Support Department. Adapted resources and activities are planned into schemes of work and resources delivered within subject curricula and PSHE/RSE inputs. The Head of PSHE seeks to develop and to deploy high quality learning resources to support our RSE provision, and these are reviewed regularly before each related input.

Students are asked to reflect regularly on their own understanding and progress in learning at the end of key inputs by formal written evaluations that are now retained in PSHE/RSE exercise books.

Safe and Effective Practice

Sensitive and controversial issues will arise within the Relationships and Sex Education curriculum. The exploration of these issues can touch personal sensitivities, deeply held beliefs and values, and can arouse strong feelings. Part of the purpose of RSE at SWCHS is to enable our students to address sensitive and controversial issues directly in a balanced way and in a safe learning environment.

The Department for Education's statutory guidance (2025) recognises that RSE should be relevant to all pupils. Secondary schools should ensure that teaching reflects the diversity of relationships in society, including healthy same-sex relationships, and that sexual health education is relevant to all pupils in an age-appropriate way.

Any RSE lesson may consider or can raise questions or issues that some students will find sensitive. Before embarking on these lessons, it is important that teachers establish guidelines that prohibit inappropriate personal information being requested of, or disclosed by, those taking part in a lesson or other learning activity. When students ask questions, they should be answered honestly within the established guidelines. It might be appropriate to deal with some questions or inputs individually at another time, without breaching guidelines on confidentiality (see below).

Teachers also need to be aware of and to follow protocols and procedures outlined in Safeguarding procedures, and school policies on e-safety, drug education, PSHE education, behaviour, etc. Guidelines are offered below.

Confidentiality and Safeguarding

In the context of RSE, students sometimes make personal disclosures. Teachers and supervisors should be fully aware of the school's safeguarding procedures. For example, students must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue; guidance on this will be given by the Head of PSHE during PSHE team briefings. For example, in lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Staff should be aware of policies and procedures regarding confidentiality.

Where outside agencies and others provide support for the RSE programme, they must be made aware of, and abide by, the policy about safeguarding, and particularly policy relating to

disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to students.

The following is taken from the PSHE Association (2025). Handling Complex Issues and Creating a Safe Learning Environment. Guidance on the use of ground rules, distancing techniques, anonymous questions and other safe practice principles for teaching PSHE and RSHE.

Teachers should:

- *Establish a safe learning environment*
    1. *Agree and regularly revisit class ground rules.*
    2. *Promote respectful discussion and active listening.*
    3. *Ensure pupils understand confidentiality and safeguarding boundaries.*
- *Use distancing techniques*
    1. *Discuss scenarios, case studies and fictional examples rather than personal experiences.*
    2. *Avoid putting individual pupils on the spot regarding sensitive issues.*
- *Provide anonymous question mechanisms*
    1. *Use question boxes or electronic forms to allow pupils to ask questions safely and confidentially.*
- *Provide balanced and factual information*
    1. *Ensure resources are accurate, objective and age-appropriate.*
    2. *Challenge discrimination, bullying and prejudice where they arise.*
- *Support staff confidence and consistency*
    1. *Provide regular training for staff delivering PSHE and RSE.*
    2. *Ensure all staff understand procedures for responding to disclosures and safeguarding concerns.*

Responding to Students' Questions

Teachers should decide how far they (as teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they must work within the school's values framework. Usually this will take the form of presenting alternative perspectives on any given topic. It is recommended that guidance provided by the Head of PSHE is pre-delivery briefings is followed.

When asking questions, students are expected to abide by the ground rules established at the start of the session.

PSHE teachers will be trained by the Head of PSHE or delegated staff/external agencies to deliver planned RSE inputs. Staff who feel uncomfortable teaching any aspect of the RSE curriculum will be supported by the Head of PSHE who will help with planning and delivery of lessons if required.

Engaging Stakeholders

We are committed to working with parents and carers. We will offer information and support to parents and carers by:

- publishing this RSE Policy and other related school policies on the school website
- publishing on the school website links to relevant organisations who publish relevant information and guidance materials on RSE-related topics
- undertaking parent forums and surveys

- attendance at the 7-11 'Year Ahead Evenings' where parents can find out more about elements of the RSE programme, from the Head of PSHE
- the school subscribes to National Online Safety and relevant 'Parental Guides' publications are forwarded to all parents by parent mail and social media, and published on the school web site
- PSHE guidance relevant to parents is sent out on an ad hoc basis

We will notify parents about when key Relationships and Sex education elements will be taught, drawing their attention to their right to withdrawal where appropriate.

Student Voice will be used to evaluate and to review our RSE programme, and to inform its development, including inputs from the established LGBT Allies.

The programme will also be informed by regular meetings between the PSHE/RSE team and Safeguarding leads, to ensure that the programme is responsive to emerging needs within the school and community.

Monitoring, Reporting and Evaluation

The SLT link to PSHE and the Head of PSHE are responsible for organising the monitoring and evaluation of RSE within the wider PSHE education programme. The provision of RSE will be reviewed annually, and wherever possible, parental and student evaluation will be sought to inform further developments.

The Standards & Education Committee of the SWCHS Local Governing Body is responsible for overseeing the review and development of the RSE Policy.

Review Date

This Policy is subject to review in September 2028.

Health Education

The aim of teaching about health and wellbeing is to enable pupils to:

- make good decisions about their own health and wellbeing
- understand the links between physical and mental health
- recognise when things are not right in their own health or the health of others
- seek support when needed.

SWCHS will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. We aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. SWCHS will promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Health Education is not a separate subject on the curriculum. It will be taught through Science, PSHE and RSE, Food Technology, Physical Education and the Tutorial programme.

The realisation of the above aim may extend to the exploration of contentious issues such as:

- relationships with people of opposite sex and of the same sex.
- personal crises.
- the misuse of drugs, including tobacco and alcohol.
- AIDS and other sexually transmitted diseases.

The approach taken to these issues will seek to combine:

- a respect for individuals and their chosen lifestyles.
- due regard to moral considerations and the value of family life.
- encouragement for pupils to reach their own decisions.

We recognise that much of the content of any Health Education programme relates to highly sensitive issues. The whole tone of our approach will be one of respect and a genuine concern for the individual grounded in the desire to help each pupil lead a safe, happy, and healthy life. An integral part of this is to enable pupils to arrive at their own decisions. We do not intend to build a mould into which we try to press each pupil but will encourage tolerance through understanding and appreciation.

Health Education will be a part of the school's PSHE/RSE programme and will involve many members of staff. We recognise the right of staff to exercise their own professional judgement in tackling issues and believe that each member of staff has the confidence and competence to deliver the programme. Advice and support will be given as required by Year Achievement Co-ordinators, the Head of PSHE and other members of the Senior Leadership Team as required.

Appendix One

Summary of provision against DfE statutory guidelines:

Relationships and Sex Education (RSE) and Health Education DfE Statutory Guidance	
Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary. Parents can view all teaching materials on request slock@swchs.net	
Relationships and Sex Education (RSE)	
Families	Curriculum content: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	Curriculum content: 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs.

	5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	Curriculum content: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal

	material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.9 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams

	relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being Safe	Curriculum content: 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

	12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	Curriculum content: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The

	importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Health and wellbeing	
Mental wellbeing	Curriculum content: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online	Curriculum content: 1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	Curriculum content: 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Curriculum content: 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.

	Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	Curriculum content: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	Curriculum content: 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in

	unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	Curriculum content: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	Curriculum content: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2

Summary of Curriculum Content by Subject

Science

The Science National Curriculum is delivered by staff in the Science Department. These lessons are mostly concerned with the physical aspects of development and reproduction.

Key Stage 3 students are taught:

- That many animals and plants have organs that enable life processes, e.g., reproduction, to take place
- The ways in which some cell types, including sperm and ovum, are adapted to their functions
- The physical and emotional changes that take place during adolescence
- The human reproductive system, including the menstrual cycle and fertilisation
- The pros and cons of different types of contraception
- How the foetus develops in the uterus, including the role of the placenta
- That bacteria and viruses can affect health

Key Stage 4 students are taught:

- That the nucleus contains chromosomes that carry the genes
- The way in which hormonal control occurs - including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- How variation may arise from both genetic and environmental causes
- That sexual reproduction is a source of genetic variation while asexual reproduction produces clones
- How gender is determined in humans
- The basic principles of cloning, selective breeding and genetic engineering

RPE

The RPE programme is delivered primarily by teaching staff through KS3 and KS4 lessons.

The course focuses primarily on moral, ethical, religious and social aspects of RSE, and specifically the following topics:

- Human sexuality including heterosexual and homosexual relationships
- Sexual relationships before and outside marriage
- Contraception and family planning
- The nature and purpose of marriage
- Same-sex marriage and cohabitation
- Divorce, including reasons for divorce, and remarrying
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion
- The nature of families, including: the role of parents and children, extended families and the nuclear family
- The purpose of families, including procreation, stability and the protection of children
- Contemporary family issues including same-sex parents, the roles of men and women
- Gender equality

PSHE Taught Content

- See Appendix 4 and 5

Computing

Students are taught in Key Stage 3 to recognise what is acceptable and unacceptable behaviour when using technologies and online services. They should be able to demonstrate this in their work.

They learn how to identify, and report concerns of inappropriate conduct online. They should be able to recognise that persistence of data on the Internet requires careful protection of online identity and privacy. They are taught to understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g., Data Protection Act, Computer Misuse Act, Copyright etc.

Taught content is complemented by timetable collapses in each year group based on e-safety and the risks associated with inappropriate use of social media.

Appendix 3

A Summary of the Law on Sexual Behaviour

Sexual offences in England and Wales are governed principally by the Sexual Offences Act 2003, as amended. The Act modernised and consolidated the law relating to sexual offences, replacing much of the previous legislation under the Sexual Offences Act 1956. It introduced a statutory definition of consent and created a comprehensive framework of offences protecting adults, children and vulnerable persons.

The Act defines consent as agreement by choice where a person has the freedom and capacity to make that choice. Whether a defendant reasonably believed there was consent is determined by considering all the circumstances, including any steps taken to ascertain consent.

Offences Requiring Proof of Lack of Consent

The principal offences requiring the prosecution to prove lack of consent are:

1. Rape

2. Assault by Penetration

3. Sexual Assault

4. Causing a Person to Engage in Sexual Activity Without Consent

For these offences, a person (A) commits an offence if:

- A intentionally performs the relevant act;
- The other person (B) does not consent; and
- A does not reasonably believe that B consents.

Offences Where Consent Is Not a Defence

For many offences involving children and certain vulnerable adults, the prosecution does not need to prove an absence of consent. The focus is on the prohibited conduct and the status of the victim. These offences include:

- Rape of a Child Under 13
- Assault of a Child Under 13 by Penetration
- Sexual Assault of a Child Under 13
- Causing or Inciting a Child Under 13 to Engage in Sexual Activity
- Sexual Activity with a Child Under 16
- Abuse of a Position of Trust in Relation to a Young Person Under 18
- Familial Child Sex Offences
- Sexual Offences Involving Persons with a Mental Disorder Impeding Choice
- Sexual Offences Involving Persons with a Mental Disorder by Inducement, Threat or Deception
- Sexual Offences by Care Workers Involving Persons with a Mental Disorder

Age of Consent

The age of consent for sexual activity in England and Wales is 16 years. This applies regardless of sex, gender or sexual orientation.

Sexual activity involving a child under 16 may constitute a criminal offence even where the child appears to consent. The law provides additional protection for children under 13, who are deemed incapable of consenting to sexual activity.

Although consensual sexual activity between young people of a similar age may technically fall within criminal offences, prosecutorial guidance recognises that the purpose of the legislation is to protect children from abuse and exploitation rather than to criminalise mutually agreed activity between peers.

Abuse of a Position of Trust

It is a criminal offence for an adult to engage in certain sexual activity with a young person aged 16 or 17 where the adult occupies a legally recognised position of trust.

Positions of trust include roles such as teachers, social workers, care workers and certain other professionals. The law has been extended to include certain coaching, sporting and religious leadership roles where an adult regularly teaches, trains, supervises, coaches or instructs a young person.

These provisions are intended to protect young people from exploitation arising from an imbalance of power or authority.

Rape

A person commits rape if:

- They intentionally penetrate the vagina, anus or mouth of another person with their penis;
- The other person does not consent; and
- They do not reasonably believe that the other person consents.

Rape carries a maximum sentence of life imprisonment. Under current law, the offence of rape is limited to penile penetration. Other forms of non-consensual penetration are covered by separate offences.

Assault by Penetration

A person commits assault by penetration if they:

- Intentionally penetrate the vagina or anus of another person with a part of their body or an object;
- The penetration is sexual;
- The other person does not consent; and
- They do not reasonably believe that the other person consents.

This offence also carries a maximum sentence of life imprisonment.

Sexual Assault

A person commits sexual assault if they:

- Intentionally touch another person;
- The touching is sexual;
- The other person does not consent; and
- They do not reasonably believe that the other person consents.

Touching includes contact with any part of the body, contact with an object, or contact through clothing.

Causing a Person to Engage in Sexual Activity Without Consent

A person commits an offence if they intentionally cause another person to engage in sexual activity without that person's consent and without a reasonable belief in that consent.

The activity may involve sexual activity performed on another person, on the offender, or on the victim themselves.

Child Sexual Offences

The Sexual Offences Act 2003 creates a range of offences designed specifically to protect children, including:

- Sexual Activity with a Child
- Causing or Inciting a Child to Engage in Sexual Activity
- Engaging in Sexual Activity in the Presence of a Child
- Causing a Child to Watch a Sexual Act
- Arranging or Facilitating Child Sexual Offences
- Meeting a Child Following Sexual Grooming
- Sexual Communication with a Child

The most serious offences involving children under 13 carry maximum penalties up to life imprisonment.

Familial Sexual Offences

The law prohibits sexual activity between certain close family members and contains specific offences relating to sexual activity involving child family members. These provisions are intended to protect children and vulnerable individuals within family relationships.

Offences Involving Persons with Mental Disorders

The Sexual Offences Act 2003 contains specific offences protecting persons whose ability to choose is affected by a mental disorder and those who may be vulnerable to exploitation through inducement, threats, deception or abuse of a care relationship.

Key Principle: Consent

The central principle underpinning many adult sexual offences is consent. Consent means that a person agrees by choice and has both the freedom and the capacity to make that choice. A

lack of resistance does not necessarily amount to consent, and the law requires consideration of all the circumstances surrounding the alleged conduct.

Appendix 4

The content of RSE and PSHE by year group (7-11)

YEAR 7	Each 1 hour a cycle - Each cycle is 8 weeks				
	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
	PSHE: RSE	PSHE: HEALTHY LIVING	PSHE: SMSC	PSHE: WELLBEING	Careers
	Consent	Healthy eating	British Values	What is mindfulness?	Getting Started with Unifrog
	Friendship	Personal hygiene	Equality	Understanding worry	My Dream Job
	Bullying	Menstruation	Online behaviour	The worry toolkit	Salary
	Staying safe	Young carers	Having a voice	Gratitude and kindness	So Many Jobs

YEAR 8	Each 1 hour a cycle - Each cycle is 8 weeks				
	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
	PSHE: RSE	PSHE: HEALTHY LIVING/FIRST AID	PSHE: SMSC	PSHE: WELLBEING	Careers
	Consent – safe and unsafe relationships	Common injuries	Online bullying	Emotional literacy and mental health	Skills
	Types of families	Wounds	Online safety – sharing images	Healthy lifestyle and sleep	Treasure Hunt
	Marriage and alternatives	CPR	Discrimination	Healthy lifestyle and exercise	Success and Motivation
	Divorce and alternatives	Anaphylaxis	Discrimination	Masturbation	Escape Room

YEAR 9	Each 3 hours a cycle - Each cycle is 8 weeks				
	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
	PSHE: RSE	PSHE: HEALTHY LIVING	PSHE: ONLINE SAFETY/WELLBEING	RPE	PSHE: SMSC/ Careers
	Consent – impact on health	Drugs	The teenage brain	Who is Jesus	Law
	Sexual pressure	Alcohol	What is mental illness?	Stories of Jesus	Case study of law
	Domestic abuse	Tobacco	Understanding neurodiversity	The Last week	Online rights and responsibilities
	Child-on-child abuse	Vaping	Wellbeing toolkit	Jerusalem for Christians	Pros and cons of internet
	Sexual harassment and grooming	Gambling	Influencers	Who is Muhammad?	Sharing info online
	Sexual assault and rape	Impact of gambling	Accessibility, communication and collaboration	Stories of Muhammad	The modern world of work
	Pornography and masturbation	Menstruation	Online etiquette	The Night of Power	Fictional CV
	Pornography and choices	Menopause	Design project 1	The Five Pillars	Labour Market Information (LMI)
	Contraception	Physical disabilities and neurodiversity	Design project 2	Hajj	CV & Cover Letter
	Contraception	Bereavement and grief	AI	Jerusalem for Muslims	Working & Earning
	Self-harm	Immunisations, health checks, role of pharmacist	Keeping safe online	Pilgrimage Game	Mobile Phones (Contracts)
	Suicide	Body modifications	Fake news	Pilgrimage Game	Financial Exploitation

YEAR 10	Each 2 hours a cycle - Each cycle is 8 weeks				

	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
	PSHE: RSE	PSHE: HEALTHY LIVING	PSHE: ONLINE SAFETY/FIRST AID	RPE	Careers
	Marriage and divorce	STIs	Can we live without our phones?	Attitudes to war/reasons for war	Budgeting, Saving & Debt KS4
	Alternatives to marriage	Men's mental health	Research: healthy phone use	Religion as a cause of war	Pay Slips
	Consent – forced marriage	Anxiety and depression	Online blackmail and extortion	Religion: JWT	Careers in the City
	Consent - FGM	Bipolar and schizophrenia	Case study: The Trap	Holy war	Gig economy and Employment Rights*
	Sexual pleasure	Smoking/vaping	CPR	Violence and violent protests	Speaking Up At Work
	Pregnancy	Alcohol	Defibrillators	Non-violent protests	Insurance
	Miscarriage	Prescription drugs	Case study: medical emergency	Terrorism	Apprenticeships*
	Adoption and abortion	Genital health	Common injuries	Weapons of mass destruction	Planning a Career

YEAR 11	Each 2 hours a cycle - Each cycle is 5-6 weeks				
	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
	PSHE: RSE/PERSONAL SAFETY	PSHE: HEALTHY LIVING	PSHE: ONLINE SAFETY	RPE	Careers
	Knife crime	Breast screening and impact	Overview on online safety	Recap yr 10 War and Peace	Universities

	A safe night out	Testicular/prostate screening and impact	Deep fakes	Religion as a cause of war	Preparing for interviews
	Road safety	Organ and blood donations	Online behaviours assignment	Reasons for war	Pathways and qualifications
	Recreational drugs	Reproductive health	Online scams	Terrorism	Financial Exploitation
	Online blackmail and extortion	Endometriosis and PCO	TikTok crazes and suicide pacts	Violence and violent protests	Networking
	Radicalisation	Fertility treatment + low sperm count	Online safety presentation	Forgiveness and reconciliation	Finding an Apprenticeship