



Abbey Gate College

POLICY: RSE (Relationships and Sex Education)	
Scope	Whole College
Responsibility	Head of PSHE
Reviewed & Updated	February 2026
Board Level Approval	Gareth Lee

CONTENT HYPERLINKS

[Policy Statement \(1\)](#)

[Policy Statement \(2\)](#)

[Key Personnel](#)

[Practice \(1\) – Introduction](#)

[Practice \(2\) - Definition Of Relationships and Sex Education](#)

[Practice \(3\) - Overview Of Subject Content](#)

[Practice \(4\) - How RSE is taught](#)

[Practice \(5\) - Who Is Responsible For Teaching RSE](#)

[Practice \(6\) - How RSE Is Monitored And Evaluated](#)

[Practice \(7\) - Assessment Of RSE and Pupil Learning](#)

[Practice \(8\) - Accessibility To The RSE Course](#)

[Practice \(9\) - Explanation Of The Right To Withdraw](#)

[Appendix 1: Overview Of Subject Content](#)

[Appendix 2: Additional expansion information of above main themes:](#)

[Appendix 3: Consultation With Parents](#)

[Appendix 4: Withdrawal Letter](#)

[Appendix 5: Scheme of Work: Your Journey of Life](#)

Policy Statement (1)

This policy covers the College's approach to the teaching of RSE, (Relationships and Sex Education), as an important and necessary part of all pupils' education. Throughout the whole College we provide a vital foundation for the personal development of young people in preparing them for adult life.

The guidelines consist of a framework for personal, social health and economic education for Key Stages 1, 2, 3, 4 and Sixth Form. Together with the promotion of a tolerant and diverse culture, students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting people, their differences, and their lifestyle choice
- developing an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In preparing this document, consideration has been given to:

- Education Act, (1996)
- Learning And Skills Act, (2000)
- Education And Inspections Act, (2006)
- Equality Act, (2010)
- Supplementary Guidance: SRE for the 21st Century, (2014)
- Keeping Children Safe In Education – Statutory Safeguarding Guidance, (2018 and revised 2021)
- Children And Social Work Act, (2017)

Resources and supplementary guidance are taken from:

- PSHE Association
- Sex Education Forum's 12 Principles Of Good Quality RSE
- Children's charities, e.g. Childline / NSPCC / etc.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to relevant parties in accordance with our *Provision of Information* policy. This policy should be read in conjunction with the College's *Curriculum, EDI, SEND and Safeguarding* policies.

- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *EDI* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of personnel changes.

Key Personnel

- 1) Emma Flatman: Head of PSHE and RSE
- 2) Emma Leatherbarrow: Head of Sixth Form (Pastoral)
- 3) Dan Rowett: Head of Sixth Form (Academic)
- 4) Corinna Travis: Deputy Head of Infant & Junior School (i/c PSHE for EYFS, KS1 & KS2)
- 5) Carole Houghton: Deputy Head (Pastoral)
- 6) Craig Jenkinson: Head
- 7) Marie Hickey: Head of Infant & Junior School
- 8) Gareth Lee: Chair of Governors

Practice (1) – Introduction

This policy covers the College's approach to the teaching of Relationships and Sex Education, (RSE), as an important and statutory part of all pupils' education. Throughout the whole College we provide a vital foundation for the personal development of young people in preparing them for adult life.

In preparing this document, consideration has been given to:

- Education Act, (1996)
- Learning And Skills Act, (2000)
- Education And Inspections Act, (2006)
- Equality Act, (2010)
- Supplementary Guidance: SRE for the 21st Century, (2014)
- Keeping Children Safe In Education, (2024)
- Children And Social Work Act, (2017)
- DfE's Relationship Education, Relationship and Sex Education and Health Education, (2021)

Resources and supplementary guidance are taken from:

- PSHE Association
- Sex Education Forum's 12 Principles Of Good Quality RSE
- Children's charities, e.g. Childline / NSPCC / etc.

The RSE policy is reviewed annually by the Head of PSHE, Emma Flatman; Deputy Head Pastoral, Carole Houghton; Deputy Head of Infant and Juniors, (IJS), Corinna Travis and subsequently approved by the Senior Leadership Team and School Governors.

Our RSE policy should be considered alongside the following documents:

- Safeguarding Policy
- Curriculum Policy
- Behaviour Policy
- PSHE Policy
- SMSC
- SEND Policy
- EDI Policy, (Equality, Diversity and Inclusion)
- Online Safety Policy
- Careers Policy
- Sexual Harassment And Mysogeny Policy

Practise (2) - Definition Of Relationships and Sex Education

The RSE curriculum is designed to empower children with knowledge in order to make informed decisions. The curriculum reflects life issues and conforms to the statutory requirements set out by the Government for implementation in September 2020. It balances skills, knowledge and personal attributes alongside academic development to provide well rounded and well-informed individuals.

All statutory aspects of the RSE curriculum are delivered in ways which are designed to meet the needs and requirements of our school community. The delivery of RSE will naturally also promote development of spiritual, moral, cultural, mental and physical attributes of pupils in order to help prepare them for opportunities, responsibilities and experiences in later life. We are not aiming to merely teach the Government requirements, we are striving to embed an ethos of the broader issues of life – and the impact of them - into the provision of our rich and holistic pastoral approach to school life and education.

RSE and PSHE curriculums directly link with each other. Skills such as communication, self-esteem, decision making, assertiveness and self-belief clearly attribute themselves to both curriculum areas.

At all times, lessons and messages will reflect British law and the values of British society. It is important that pupils clearly understand the law and associated consequences or legal implications resulting from not abiding by the law. We are trying to foster good morals into our pupils so they may have integrity in later life.

Aspects of faith and religion will also be addressed comparing the similarities and differences of beliefs where appropriate. As with all elements of the curriculum teachers would encourage balanced and respectful debate.

Practise (3) - Overview Of Subject Content

The teaching of RSE is not teaching about sex per se, but the importance of healthy, respectful relationships and having respect for your own health and well-being by being

aware and able to keep safe. To remove any ambivalence from discussions, at Abbey Gate College we class the following subject content as 'Sex Education'. All other aspects of the curriculum are not determined as being in this topic area.

- Readiness for sex.
- Types and purpose of contraception.
- STI's.

We do recognise that there may be differing opinions regarding the content on this list and it is therefore important that open discussions are in place for the school to consider amending the category for future teaching. In line with DfE guidelines regarding parents and curriculum content we stand by the Government's statement in that, ***'What is taught, and how, is ultimately a decision for the school and consultation, [with parents], does not provide a parental veto on curriculum content'***.

Please refer to Appendix 1 for our Overview of Subject Content documents.

KS 1 – 2: Relationships And Sex Education

Families and People Who Care for me.
Caring Friendships.
Respectful Relationships.
Online Relationships.
Being Safe.

KS 3 - 5: Relationships And Sex Education

Families.
Respectful Relationships, including friendships.
Online and media.
Being safe.
Intimate and sexual relationships, including sexual health.

KS 1 – 5: Health Education

Mental wellbeing.
Internet safety and harms.
Physical health and fitness.
Healthy eating.
Drugs, alcohol and tobacco.
Health and prevention.
Basic first aid.
Changing adolescent body.

For additional expansion information, please refer to Appendix 2

Practise (4) - How RSE is taught

At the Senior School, RSE is taught alongside our PSHE curriculum with weekly timetabled lessons for all pupils in KS3 – 5, (thus extending our statutory obligations to all our students). We follow a spiralised curriculum which builds upon previous knowledge and continually expands pupils' understanding and appreciation of subject content. Guest speakers are invited to talk to students or provide workshops to support curriculum content where appropriate.

At IJS, pupils are taught Relationship Education throughout the year alongside our PSHE curriculum. Our Tolerance and Equality Programme runs concurrently with our RSE curriculum ensuring breadth and depth in relationship understanding. Key aspects of RSE are also taught on specialist days during the summer term, following consultation with parents, to ensure pupils are prepared for the next stages of their development, both physically and emotionally. All content is delivered via a spirals curriculum – building upon and advancing understanding in a progressive way.

Additionally, the National Curriculum for Science is followed at IJS. This covers main external body parts, the human body as it grows – from birth to old age and includes puberty, reproduction in animals, including how a baby is conceived and born.

Practise (5) - Who Is Responsible For Teaching RSE

Emma Flatman: Head of PSHE and RSE – teaches all Senior pupils

Form Tutor Activities / Assemblies – Senior School

Class Teachers at Infant and Junior School

Practise (6) - How RSE Is Monitored And Evaluated

Ongoing evaluation is necessary in order to ensure the curriculum is relevant and sufficiently robust to address the needs of our school and its pupils, whilst also considering and following statutory guidelines. Regular review with our stakeholders is not only good practice but also helps to ensure our curriculum strives to address all stakeholders' requirements, expectations and needs. Lesson content and themes will be up to date and in line with statutory guidance and the PSHE Association recommendations. Training will be regularly undertaken to keep abreast of guidelines and best practice.

Stakeholders

For the RSE curriculum to be well supported by pupils and parents it is essential that we engage with them in order to foster and develop good relationships and good practice. Relationships of such a nature are an excellent way of strengthening the curriculum and help to establish better quality evaluation of content and material. Listening to views and appreciating areas for development away from a teaching perspective will promote a wider appreciation of content and ownership of delivery.

Throughout the pupils' primary education, consultation with parents about subject content occurs. If parents request, they can meet teachers and view all teaching material.

Parents

Parents have been consulted in preparing the RSE policy.
(Please refer to Appendix 3)

Pupils

The subject lead will consult with pupils to reflect on topics and delivery of lessons.

Practise (7) - Assessment Of RSE and Pupil Learning

Review of lessons, lesson content and learning occurs in the following ways:

- i) Discussions - allow pupils to have some contribution to lesson content and delivery, assess the appropriateness of content, as well as provide ongoing evaluation and monitoring of the curriculum that is provided at Abbey Gate College.
- ii) End Of Topic Review Sheets – assess understanding, quality and appropriateness of delivery.
- iii) Ongoing Assessment – through question and answer opportunities in lessons; spider diagrams to pictorially demonstrate assessment of increased learning; etc.
- iv) Pupil Voice – via the College Forum.
- v) Summative Assessment - Teacher review.

Practise (8) - Accessibility To The RSE Course

The RSE curriculum is designed to essentially guide pupils to better understand themselves and their relationships with and between others. The curriculum addresses the challenges of growing up and empowers our pupils with the knowledge to make informed choices in order to foster healthy, appropriate and safe relationships now and in the future – both emotionally and physically.

Whilst concentrating on an individual's feelings and actions the programme is also designed to encourage empathy towards others; projecting the understanding of and encouraging the understanding that views different to one's own are also acceptable in our society.

Abbey Gate College is an inclusive community of race, religion, belief and gender; we encourage harmony and value self-expression through socially accommodating and inclusive pathways. We also value the freedom of expression, providing it is done in a non-inflammatory way with a voice which is willing to listen to the views of others, self-respect and empathy happily marrying together.

Our RSE programme at the senior school and IJS provides factual information, and allows pupils the chance to explore topics in a safe learning space. We are also able to signpost pupils to other appropriate sources of help or information in order to reduce the risk of them accessing information from inappropriate sources.

Diversity and Inclusion

The curriculum and delivery will be sensitive to the diverse range of religious and cultural views of the school community and wider society. The access to learning about different religious beliefs and sexual behaviour is designed to keep pupils safe, healthy and understand their rights as individuals. Information will be delivered impartially and address issues pertaining to the law. Discrimination in all forms will be challenged, being mindful of the 'Protected Characteristics' of our society and 'Fundamental British Values'. Discussion and debate will be encouraged with the expectation that both are always respectfully conducted.

SEND

When applicable advice is sought for pupils with additional learning requirements from either their Pupil Passport or our Learning Support Team. In order to reach out to every child, a variety of teaching styles and delivery techniques are utilised in the classroom.

Practise (9) - Explanation Of The Right To Withdraw

RSE is an important statutory part of a child's education and taught at Abbey Gate College within a broad and balanced, spiralised curriculum. Should a request be made to withdraw a child from the Sex Education lessons, a meeting must first be arranged with the Deputy Head, (Pastoral), and Head Of PSHE to discuss reasons and concerns that parents may have about this important aspect of the RSE curriculum. (NB pupils may not be withdrawn from the Relationships and Health Education aspects of RSE).

Parents will be made aware that withdrawal may unintentionally have a detrimental impact on their child through:

- Social and emotional effects of being excluded from lessons.
- Peer pressure/questioning as to why the child is not participating in lessons.
- Likelihood of the child hearing their peer's version of lesson content rather than directly and accurately from the teacher.

It should be noted that if it is the wish of the parent to withdraw their child from 'Sex' education it does not affect the child's right to access confidential services provided at school or elsewhere.

Parents are only able to request withdrawal from Sex Education lessons up to and until three terms before their child turns 16.

Appendix 1: Overview of Subject Content

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10						
Yr 11 and 12						

Students follow the 'Journey Of Life PSHE' programme.

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others 	
Spring 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol 	

	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	
<p>Summer 1</p> <p>Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> about medicinal and reactional drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes 	
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> about equality of opportunity in life and work how to challenge stereotypes and discrimination in relation to work and pay about employment, self-employment and voluntary work how to set aspirational goals for future careers and challenge expectations that limit choices 	
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> how to manage influences on beliefs and decisions about group-think and persuasion how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination how to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination 	

Spring 2 Health & wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about ‘group think’ and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	

	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	
<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online 	

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours 	

	<p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	
<p>Summer 1</p> <p>Relationships</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	

PSHE OVERVIEW, (RSE specific)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> Transition and Safety. 	<ul style="list-style-type: none"> Sustainability, Climate and the Environment, (Healthy Eating). 	<ul style="list-style-type: none"> Diversity, Prejudice and Bullying. 	<ul style="list-style-type: none"> Forming Positive, Healthy Relationships. Consent. 	<ul style="list-style-type: none"> Dealing with emotions. Eating disorders and self harm. Nicotine and Vaping. 	<ul style="list-style-type: none"> First Aid.
Year 8	<ul style="list-style-type: none"> Drugs and Alcohol: Energy Drinks Tobacco Vaping 	<ul style="list-style-type: none"> Environment and Sustainability. (To coincide with COP summit). 	<ul style="list-style-type: none"> Community and Careers: Diversity & Inclusion / Equal Opportunity. Discrimination / Difference / Neurodiversity / HIV. 	<ul style="list-style-type: none"> Online Safety: Trust Me (Propagand / Contact / Grooming / Peer Pressure). Gaming Symbols / Messaging. 	<ul style="list-style-type: none"> Families, Relationships and Parenting. Conflict. Drugs: Caffeine / Nicotine / Alcohol. 	<ul style="list-style-type: none"> First Aid.
Year 9	<ul style="list-style-type: none"> Alcohol. Role Models. 	<ul style="list-style-type: none"> Behaviour and Gangs. Misogyny. 	<ul style="list-style-type: none"> Sexting; Pornography; Gender, Sexuality and Stereotypes. Consent. 	<ul style="list-style-type: none"> Drugs. Vaping. Send Me A Pic, (NEW). 	<ul style="list-style-type: none"> Puberty – including reproduction and fertility. Preventing Sexual Misconduct. 	<ul style="list-style-type: none"> First Aid.
Year 10	<ul style="list-style-type: none"> FGM and Honour Killing. Extremism and Influence. 	<ul style="list-style-type: none"> Marginalised Groups and Empathy. Consent. 	<ul style="list-style-type: none"> Reflections On Society. Creating Positive Cultures 	<ul style="list-style-type: none"> Preventing Sexual Misconduct, (Safer Streets Campaign). Gambling. 	<ul style="list-style-type: none"> Drugs. Contraception. 	<ul style="list-style-type: none"> First Aid.
Yr. 11 & 12	Journey Of Life Scheme.					

RSHE Infant and Junior School

At the Infant and Junior School, RSHE is taught alongside our PSHE curriculum focusing predominantly on relationships. The scheme follows Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (for teaching until 31 August 2026). Pupils are taught about this through quality texts in our Tolerance and Equality Curriculum, through assemblies and form time discussions, and through RSHE and Science lessons. We have a whole school RSHE day in the summer term where key aspects of our RSHE curriculum are taught, following consultation with parents. 3 year groups also complete RSHE Educational Visits covering key elements of the RSHE curriculum as outlined below:

Self

- a) about managing change, including puberty
- b) how to make informed choices and about consent
- c) about staying safe, including physical and mental health
- d) about staying safe online

Service

- a) About the roles of different people and different types of relationships in our lives, including family
- b) How to develop positive friendships
- c) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- d) how to recognise and manage emotions within a range of relationships
- e) how to recognise and respond to risky or negative relationships including all forms of bullying and abuse
- f) how to recognise and maintain safe relationships
- g) about respect for the self and others in relationships while respecting equality and diversity

Sustainability including Living in the Wider World:

- a) about rights and responsibilities as members of families, other groups and ultimately as citizens
- b) about different groups and communities

RSHE Foundation

RSHE with PSED and Tolerance and Equality links

Self		Service			Sustainability	
Foundation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED			How can I be friendly?	Who is in my family?		
Tolerance and Equality	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.	Families and people who care for me: That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Respectful relationships: The importance of self-respect and how this links to their own happiness.

RSE Day	Families and Friendship NSPCC PANTS 3-5years	Resources in SharePoint: RSE Foundation The children will take part in a range of activities throughout the day focusing on key elements of friendship and family. The children will explore what healthy friendships look and feel like and that friendships have ups and downs and can be repaired and strengthened. The children will consider the importance of families for giving love, security and stability and the importance of respecting others even when they are different from us. The resources we will be using for the day come from key safeguarding and PSHE leaders including NSPCC – promoting healthy relationships, gov.co.uk – suggested activities for early years – relationships, as well as teacher activities to reinforce key learning.
---------	---	---

RSHE KS1

RSHE with PSHE and Tolerance and Equality links

Self		Service			Sustainability	
Infant 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox	Identity	Home				
PSHE Links		<p>Who is special to us? (Medway Lesson 1 – My Special People)</p> <p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for</p>		<p>What helps us stay healthy?</p> <p>• what being healthy means and who helps help them to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis,</p>	<p>Who helps to keep us safe?</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations;</p>	<p>How can we look after each other and the world?</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom</p>
Tolerance and Equality	<p>Respectful relationships: The importance of self-respect and how this links to their own happiness.</p>	<p>Respectful relationships: The importance of self-respect and how this links to their own happiness.</p>	<p>Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Respectful relationships: The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Respectful relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Families and people who care for me: That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>
RSE Day	Families and Friendship Growing and changing	<p>The children will take part in a range of activities throughout the day focusing on key elements of friendship and family. The children will consider that we can be friends with people who are different to us. They will discover how children grow and change, from babies who need love and support, to older children who can do more for themselves independently.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for growing and changing are from the Medway Public Health Directorate. They focus on 'My Special People' and 'The Human Lifecycle' with a key focus on childhood. We will also use lessons from the PSHE Association focusing on family including 'What makes a family?' and 'Different families'.</p> <p>Resources in Sharepoint: RSE, Year 1 – Families and growing and changing.</p>				
Infant 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox		Love and Relationships				
PSHE Links	<p>What is Bullying? (Bitesize video's; The Birds)</p> <p>how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p>	<p>What makes a good friend? (Bitesize video's)</p> <p>how to make friends with others • how to recognise when they feel lonely and what they could do about it</p>	<p>How can we look after bodies?</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p>		<p>What helps us to stay safe?</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p>	<p>How do we stay healthy in the sun?</p> <p>lessons explore safe and unsafe exposure to the sun and the associated benefits and risks. Pupils learn how to assess and manage risk alongside steps they can take to stay safe (with parents' and carers' help) while making the most of the summer months.</p>

Tolerance and Equality	Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Respectful relationships: The importance of self-respect and how this links to their own happiness	Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Caring friendships: How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Families and people who care for me: That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.	Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.
RSE Day	Differences between ourselves and others Plus NSPCC PANTS	<p>The children will take part in a range of activities throughout the day focusing on key elements of differences between ourselves and others. The children will consider the importance of respecting others, even if they are different from them in choices and beliefs. They will discover what a stereotype is and how they can be unfair and destructive. The children will also explore the NSPCC PANTS. During these discussions we will aim to teach our pupils the following important safety skills without giving explicit information or telling scary stories. We will be teaching our pupils the NSPCC's Underwear Rule, using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for stereotypes and difference are from the Changing Faces, which are quality assured by The PSHE Association and the Anti-Bullying Alliance.</p> <p>SharePoint resource: RSHE, Year 2 – Stereotypes</p>				
RSE Trip	Safety Central	<p>Pupils undertake the Safety Stars Programme which includes:</p> <ul style="list-style-type: none"> Fire Safety: Learn the dos and don'ts to keep safe from fire hazards. Home Safety: Identify common household hazards and learn how to prevent accidents. Outdoor Safety: Understand the importance of being cautious near roads and railways. Healthy Lifestyle: Discover the basics of making healthy food choices and keeping active. Online Safety: Gain insights on staying safe online. Water Safety: Learn crucial tips to stay safe near water. 				

RSHE LKS2

RSHE with PSHE and Tolerance and Equality links

Self		Service			Sustainability	
Junior 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox	Identity					
PSHE Topic	<p>How can we be a good friend? (Medway Lesson 1)</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships 	<p>What keeps us safe? (PSHE Assoc – cybersprinters / Road and Rail safety)</p> <ul style="list-style-type: none"> • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) 	<p>How can we stay safe with drugs and alcohol?</p> <ul style="list-style-type: none"> • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies) 	<p>What makes a community? (PSHE Assoc Lesson 2 plus bits from other lessons to support)</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> • how to be respectful towards people who may live differently to them 	<p>Why should we keep active and sleep well?</p> <p>how regular physical activity benefits bodies and feelings</p> <ul style="list-style-type: none"> • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions 	<p>Why should we eat well and look after our teeth?</p> <p>how to eat a healthy diet and the benefits of nutritionally rich foods</p> <ul style="list-style-type: none"> • how, when and where to ask for advice and help about healthy eating and dental care
Tolerance and Equality	<p>Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Respectful relationships: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Respectful relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Respectful relationships: The importance of respecting others even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>Respectful relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
RSE Day	<p>Valuing differences and how to keep safe Plus NSPCC PANTS</p>	<p>The children will take part in a range of activities throughout the day focusing on key elements of Valuing Differences and How to Keep Safe. The children will focus on personal space, learning to judge what kind of physical distance is appropriate. They will explore family relationships, diverse families and family changes. The children will also explore the NSPCC PANTS.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for families and personal boundaries are from the PSHE Association themselves.</p> <p>SharePoint resource: RSE, J3 – Families and Personal Space</p>				

Junior 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox	Social Media	Love and Relationships				
PSHE Topic	<p>How to form healthier eating habits?</p> <p>(PSHE Assoc Healthier Eating)</p> <p>Healthier eating habits. Choices and influences.</p>		<p>How can we manage our feelings?</p> <p>(PSHE Assoc Mental Health)</p> <p>how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • how to access advice and support to help manage their own or others' feelings</p>	<p>How can we manage risk in different places?</p> <p>(Is It Risky)</p> <p>how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p>		<p>How do we treat each other with respect?</p> <p>(PSHE Assoc – Friendship and Bullying)</p> <p>how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>
Tolerance and Equality	<p>Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>Respectful relationships:</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>	<p>Respectful relationships:</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>Families and people who care for me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>Caring friendships: That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Respectful Relationships: The importance of respecting others even when they are different from them. What a stereotype is and how stereotypes can be unfair, negative or destructive.</p>

RSE Day	Growing and Changing Plus NSPCC PANTS and seeking and giving permission (consent)	<p>The children will take part in a range of activities throughout the day focusing on key elements of Growing and Changing. The children will learn to describe the body changes that happen when a child grows up. They will focus on the basic facts about puberty. The children will also explore the NSPCC PANTS.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for 'Time to Change' and 'Menstruation' are from the Medway Public Health Directorate and Discovery Education. The children will also explore giving and seeking permission (consent) and this resource is from the PSHE Association. The children will also watch parts of the Operation Ouch Puberty Special which is accessible here: https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty</p> <p>SharePoint resource: RSE, J4 – Puberty</p>
---------	--	--

RSHE UKS2

RSHE with PSHE and Tolerance and Equality links

Self		Service			Sustainability	
Junior 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox	Identity	Home				
PSHE Links	<p>What makes up our identity?</p> <p>how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p>		<p>How can we help in an accident or emergency? (Asthma; Basic Life Support; Bites and Stings)</p> <p>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>How can friends communicate safely?</p> <p>about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively</p>	<p>How can drugs common to everyday life affect health?</p> <p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p>	
Tolerance and Equality	<p>Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Respectful Relationships:</p> <p>The importance of respecting others even when they are different from them. (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>	<p>The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness.</p>	<p>Families and people who care for me: That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Respectful Relationships:</p> <p>The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>	<p>Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>
RSE Day	Emotional and Physical changes	<p>The children will take part in a range of activities throughout the day focusing on key elements of Emotional and Physical Changes. The children will explore the emotional changes that happen during puberty as well as touching on some of the physical changes that happen too, including learning about the menstrual cycle. They will explore the impact of puberty on the body and the importance of hygiene. The children will also explore positive and negative ways of communicating in relationships. The children will also consider who they can talk to if they are ever worried about anything.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for 'Menstruation', 'Personal Hygiene' and 'Emotions and feelings' are from the Medway Public Health Directorate through the PSHE Association. The resources exploring 'Emotional changes, everyone is different and who to talk to if I'm worried' are sourced from Kapow Primary RSHE and</p>				

		PSHE Year 5 scheme. The children will also watch parts of the Operation Ouch Puberty Special which is accessible here: https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty SharePoint resource: RSE, J5 – emotional and physical changes				
RSHE Trip	Safety Central	Pupils undertake the Safety Quest Programme which includes: <ul style="list-style-type: none"> • Fire Safety: Understanding the essentials of fire prevention and response. • Home Safety: Keeping safe within the home environment. • Rail Safety: Learning the importance of safety around trains and tracks. • Road Safety: Emphasizing safe practices for pedestrians and passengers. • Electric Safety: Handling and avoiding dangers associated with electricity. • Water Safety: Staying safe around water. • Anti-Social Behaviour: Understanding ASB and its consequences. • Shop Sense: Learning about Healthy eating and vaping. • Cyber bullying: Interacting safely online. 				
Junior 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox		Love and Relationships				
PSHE Links		How can we keep healthy as we grow and change? (PSHE Assoc Drugs and Alcohol) how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them		How can we stay cyber-secure? (CyberSprinters) encourage good cyber hygiene practices, ideally before those bad habits that cyber criminals exploit (such as using the same password for different online accounts) have been established.	What will change as we become more independent? How do friendships change as we grow? (Disrespect Nobody) • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another	How can we embrace change and new challenges? (PSHE Assoc lessons) identifying feelings, opportunities and challenges related to this transition, and supporting pupils with positive strategies for managing changes from one key stage to another.
Tolerance and Equality	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily	Respectful Relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Caring friendships: That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: The importance of respecting others even when they are very different from us.	Caring friendships: That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. Respectful relationships: The importance of respecting others even when they are very different from us.	Respectful Relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. Respectful relationships: The importance of respecting others, even when they are very different from us (for example,

	reporting bullying to an adult) and how to get help.					physically, in character, personality or background), or make different choices or have different preferences or beliefs.
RSE Day	Puberty, relationships and reproduction	<p>The children will take part in a range of activities throughout the day focusing on key elements of Puberty, Relationships and Reproduction. The children will explore how their body will, and emotions may, change as they approach and move through puberty. Pupils will be able to ask questions about puberty with confidence and will find out about how babies are made. They will explore the importance of respecting others, even when they are different to us. The children will know that we can take positive steps to support equality and look at positive behaviours in relationships.</p> <p>All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for 'Puberty recap', 'Puberty:changing and becoming independent', 'Positive and healthy relationships' and 'How a baby is made' are from the Medway Public Health Directorate through the PSHE Association. The children will also watch parts of the Operation Ouch Puberty Special which is accessible here: https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty</p> <p>Sharepoint resource: RSE, J6 – puberty, relationships and reproduction</p>				
RSHE Trip	Crucial Crew	<p>Crucial Crew is an innovative and interactive way of delivering health and well-being messages to Year 6 children in preparation for their migration to secondary school. The event encourages model behaviour and good citizenship through active participation in a range of health and safety activities. Professionals from the combined Emergency Services and local agencies will be on hand to instruct children on matters that will teach community values and could save lives.</p>				

Appendix 2: Additional Expansion Information of above Main Themes

Healthy And Unhealthy Relationships

Expectations of a partner; readiness for sex; consent; recognising positive, healthy relationships; recognising exploitation and manipulation; abuse; sharing explicit images; impact of pornography*; online relationships; gender and sexual orientation.

*Research shows that many young people are being exposed to pornography, often accidentally when it appears via adverts or pop-ups whilst using the internet. To try to reduce the harm of young people being exposed to pornography we try to highlight the pitfalls of it within relationships and concentrate on developing the understanding of positive aspects of healthy relationships including how to establish, generate and foster respect.

Physical Health

Puberty; drug education - including alcohol and smoking; healthy food choices and exercise; maintaining a balanced lifestyle; managing risks to health.

Personal Safety And Risk Management

Online safety; first aid; recognising and responding to risks in different situations; developing independence; travel safety.

Media Influence

Body image; influence of social media on attitudes and decisions; being a critical consumer of information; fake news; propaganda; stereotypes; finding reliable sources.

Friendships And Anti-bullying

Making and maintaining friendships; conflict resolution; peer pressure and influence; recognising and responding to all types of bullying including online; managing change and transition, e.g. to new school / leaving school.

Diversity And Prejudice incorporating Respect and Tolerance

Celebrating diversity; developing mutual respect; challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia; human rights; British values; tackling extremism.

Sexual Health

Maintaining sexual health; types and purposes of contraception; negotiating contraceptive use; STIs; choices following an unplanned pregnancy; changing fertility and conception options; how to access sexual health services.

Appendix 3: Consultation With Parents

Example letter 1: (RSE in the news headlines – May 2023, senior school)

Dear Parents

You may be aware that RSE is currently in the news headlines due to concerns that some parents from other schools have raised over delivery and content of teaching materials. We are therefore writing to you to assure you of our practices within College.

RSE comprises part of the PSHE curriculum, although it has its own distinct focus. Staff delivering either or both curriculums will ensure that learning and topic content is always age appropriate. Pupils will experience different modes of delivery and staff will ensure pupils are aware of how to access additional information and support if required. Staff deliver the content set out by the Government in a spiral curriculum which will allow learning / understanding to progress throughout the Key Stages. A spiral curriculum will allow for building of knowledge whilst maintaining the age appropriate delivery aspect. There will also be some cross-curricular links with other subject areas which will complement the delivery of PSHE, (e.g. computer science, biology, geography, RE, drama, PE).

The PSHE curriculum is designed to empower children with knowledge in order to make informed decisions. The curriculums are designed to reflect life issues and balance skills, knowledge and personal attributes alongside academic development to provide well rounded and well-informed individuals.

When devising the curriculum, due regard is given to guidance from a plethora of bodies some of which are listed below:

- Keeping Children Safe In Education, (2018/2021/2022)
- Education Act, (2010)
- Supplementary Guidance RSE for 21st Century, (2014)
- PSHE Association
- Sex Education Forum – Principles Of Good Quality RSE
- Children's Charities: NSPCC / Childline / IWF

Key focal points throughout delivery of lessons are discussions around healthy relationships, respect and keeping safe both on and off-line. Contentious issues such as the impact of pornography and sexual orientation are also addressed. For further and more detailed information about RSE within the College please read our PSHE Policy available via the school website.

We hope this letter answers any concerns you may have had about the delivery of RSE within the College following the recent media coverage. Headlines can be alarming and often risk undermining the good practice that is occurring in schools ensuring the safeguarding and health of your child.

Example letter 2: ('Revealing Reality' digital relationship research project, senior school)

Dear Parents

We have been approached by a social research company called 'Revealing Reality' who specialise in undertaking research with young people on a range of topics such as: social media, online harms, sex and relationships. The company work closely with organisations such as the NSPCC, BBC, Children's Commissioner and the Department for Digital, Culture, Media and Sport.

The company would like our Sixth Form and Yr.11 pupils to participate in an online survey which will allow them to explore young people's experiences navigating digital relationships and specifically, sexualised image sharing. As you may already be aware, this is becoming a more common part of some young people's relationships, however the potential harm and longer-term impact from such image sharing is less well known.

The online survey will enable better understanding of how widespread certain behaviours and attitudes are amongst young people and highlight where negative impacts are occurring. The survey is anonymous and there are options on each question where an individual can decline to answer.

Mrs. Houghton will be delivering an assembly to our pupils on 7th October to outline the survey and it's aims. The pupils will also be given a letter and consent form which must be signed prior to participation. The survey will then be completed by our pupils during the week beginning 11th October.

Additional information is attached to this letter. If you have any further questions about the research, please contact:

Olivia Nettleton, (Project Manager).

Email: olivia.nettleton@revealingreality.co.uk

Telephone: 02077358040

Example letter 3: (Infant 1 RSE Day - IJS)

Dear Parents

RSHE Day

As part of our PSHE curriculum, on Monday 1 July, all children in the Infant and Junior School will be taking part in Relationship, Sex and Health Education (RSHE) Day. The key focus of the RSHE curriculum at the Infant and Junior School is relationships and for our wonderful Infant 1 pupils, the focus will be on Families and Friendships.

The children will take part in a range of activities throughout the day focusing on key elements of friendship and family. The children will consider that we can be friends with people who are different to us. They will discover how children grow and change, from babies who need love and support, to older children who can do more for themselves independently.

All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for growing and changing are from the Medway Public Health Directorate. They focus on 'My Special People' and 'The Human Lifecycle' with a key focus on childhood. We will also use lessons from the PSHE Association focusing on family including 'What makes a family?' and 'Different families'.

If you have any questions about the content of the day, please do not hesitate to contact Mrs Newman or myself. Resources are available if you feel you would like to view them prior to the day. I am sure the children will enjoy exploring how humans develop through childhood and finding out more about what makes a family special.

Example letter 4: (Year 5 RSHE Day – IJS)

Dear Parents

RSHE Day

As part of our PSHE curriculum, on Monday 1 July, all children in the Infant and Junior School will be taking part in Relationship, Sex and Health Education (RSHE) Day. The key focus of the RSHE curriculum at the Infant and Junior School is relationships and for our wonderful Junior 5 pupils, the focus will be on Emotional and Physical Changes.

The children will take part in a range of activities throughout the day focusing on key elements of Emotional and Physical Changes. The children will explore the emotional changes that happen during puberty as well as touching on some of the physical changes that happen too. They will explore the impact of puberty on the body and the importance of hygiene. The children will also explore positive and negative ways of communicating in relationships. The children will also consider who they can talk to if they are ever worried about anything.

All the resources we will be using for the day are recommended by the PSHE Association, who are the national association and leaders in appropriate PSHE provision. The resources for 'Personal Hygiene' and 'Emotions and feelings' are from the Medway Public Health Directorate through the PSHE Association. The resources exploring 'Emotional changes, everyone is different and who to talk to if I'm worried' are sourced from Kapow Primary RSHE and PSHE Year 5 scheme. The children will also watch parts of the operation Ouch Puberty Special which is accessible here:
<https://www.youtube.com/watch?v=5oHwS3MivGs&t=6s>

If you have any questions about the content of the day, please do not hesitate to contact Mrs Richards or myself. Resources are available if you feel you would like to view them prior to the day. I am sure the children will enjoy an informative and exciting educational day.

Appendix 4: Withdrawal Letter

Parental Request To Withdraw Child From 'Sex' Education Application Form

Thank you for your contacting the school to apply for your child to be withdrawn from the Sex Education aspects of the PSHE / RSE curriculum.

In line with College procedures we request that you:

- Acknowledge receipt of and confirm you have **read** the enclosed policy and by completing the returns form below. Thank you.

I, (please print name), acknowledge that I

have received and read the aforementioned document relating to my request to

withdraw my child (please print name), from

the 'Sex Education' aspects of the PSHEE / RSE curriculum.

Signed:

Date:

The College will contact you within five working days of receiving this completed form to arrange a meeting with the Head.

Appendix 5: Scheme of Work: Your Journey of Life



