Relationships, Sex and Health Education and PSHE Policy

Consultation (Complete as appropriate in line with master policy document)			
With	Reason for Consultation	Final Consultation Date	Version No
Trust Lead for Inclusion	For link to Safeguarding		

Version History (please note below if a policy has been replaced)					
Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
New	TM, MG,	May 2023	New Trust Policy Template		
V0.1	AS	Aug 24	Combine RSE and PSHE Policies		
V1			Sign Off	CEO	3/10/24
			Approval	ESC	8/10/24

Contents

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1. Aims

The aims of RSHE at our academy are to:

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

The aims of personal, social, health and economic (PSHE) education in our academy are to:

- Ensure that our students are good citizens.
- Ensure that our students understand the importance of democracy, individual liberty, the rule of law and mutual respect and tolerance in modern society.
- Understand the factors impacting equal opportunity and have the skills and knowledge to mitigate against unequal opportunity.
- Celebrate difference.
- Provide access to the Personal Development curriculum for all learners.
- Develop positive characteristics: resilience, confidence, kindness and reflection.
- Be aware of the factors that impact mental and physical health.
- Understand the importance of safeguarding. Our aim is to keep children safe from child-on-child abuse and other offline and online dangers.
- Promote an understanding of healthy relationships.
- Equip students with the knowledge and understanding for the next steps in education and careers.

2. Statutory requirements and guidance

As a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Darwen Vale High School we teach RSHE as set out in this policy.

This policy also takes account of the government guidance below:

- Latest version of Keeping Children Safe in Education
- Latest version of Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE Statutory Guidance
- Ofsted Education Inspection framework: Personal Development

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PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. This is referred to within:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education*education-rse-and-health-education*

The latest version of Keeping Children Safe in Education
Working Together to Safeguard Children 2018 (updated 2020)

Education (Independent School Standards) Regulations 2014

The Equality Act 2010

The latest version of Careers Guidance and Access for Education and Training Providers

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance (see above)
- We must teach health education under the same statutory guidance (see above)
- This policy works in close association with our Relationships, Sex and Health Education Policy

This policy also complies with the terms of our funding agreement.

3. Policy development

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

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

4. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

"PSHE education is a school subject through which pupils develop the knowledge, skills, and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged."   PSHE Association 2019

The PSHE curriculum ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

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5. Curriculum

RSHE

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. Aldridge Education trust has created a KS3-KS5 curriculum for Academies to use, that meets all statutory and curriculum requirements. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

PSHE

PSHE is delivered in form time through our 'Character Curriculum' programme. Students are in forms for 45 minutes each morning from 8.30am until 9.15am. Students in Year 7 to Year 10 study their 'Character Curriculum' twice a week, with students in Year 11 studying their 'Character Curriculum' once a week. In addition to these sessions, we host a variety of guest speakers and workshops throughout the academic year. These sessions are designed to complement what is covered during tutor time. The academy follows the Aldridge Education PSHE scheme of work and adapts content and/or sequencing where required to meet students' needs to ensure local context is provided. These changes are reflected in the Academy PSHE curriculum map. The Academy PSHE curriculum map can be found in Appendix 4.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). (Refer to appendix 6)

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage. (Refer to appendix 4)

6. Delivery of RSHE & PSHE

6.1 How we teach it

RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Citizenship and religious education (RE). RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

Curriculum Integration - Our academy is committed to delivering a comprehensive RSHE curriculum that is seamlessly integrated into our broader PSHE program. This approach ensures that students receive a well-rounded education that supports their personal, social, and health development.

Teaching Methods - We employ a variety of teaching methods to cover RSHE topics, including:

- Interactive Lessons: Engaging students through discussions and group activities.
- Digital Resources: Utilising multimedia tools and online platforms to enhance learning.
- Guest Speakers: Inviting experts to provide insights on specific topics.

Inclusivity and Special Educational Needs - We recognise the diverse needs of our students and are committed to providing an inclusive learning environment. Our approach includes:

- Differentiated Instruction: Tailoring lessons to meet the varying needs of all pupils, including those with special educational needs.
- Support Services: Offering additional support through our Inclusion Team to ensure all students can access the curriculum effectively.

Sex Education -For our secondary academy, sex education is a crucial component of RSHE. We have structured our curriculum to introduce different aspects of sex education at appropriate stages:

- **Year 7-8**: Basic understanding of human development, relationships, and personal safety.
- **Year 9**: More detailed discussions on sexual health, consent, and respectful relationships.
- **Year 10-11**: Comprehensive coverage of contraception, sexually transmitted infections (STIs), and preparing for adulthood.

Continuous Improvement - We regularly review and update our RSHE curriculum to ensure it remains relevant and effective. Feedback from students, parents, and staff is integral to this process. For more information about our RSHE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

PSHE (Character Curriculum)

Lesson Frequency

- Years 7 to 10: Students receive two Character Curriculum sessions each week.
- Year 11: Students receive one Character Curriculum session each week.
- Year 12: As required by the Ofsted Handbook, PSHE lessons are conducted at least once a fortnight.

Curriculum Integration

- Cross-Curricular Links: Certain PSHE topics will be integrated into other subjects such as Science, PE, and Humanities.
- Wider Academy Offer: PSHE themes will also be addressed during assemblies and whole-school events.

Curriculum Delivery

- Internal Staff: Our teachers will deliver the curriculum. These teachers meet with the Character Education Coordinator each half term to look at the Medium-Term Plan for each unit; what topics are coming up? What lessons are being taught? Is there any challenging content? This is a great opportunity to upskill our teachers and ensure that they remain up to date with the most recent research.
- External Agencies: We will collaborate with external experts and organisations to provide specialised sessions on topics like mental health, substance abuse, and relationships.

Inclusivity

- Differentiated Instruction: Lessons will be adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND).
- Support Services: Additional support will be provided through our Inclusion Team to ensure full participation.

Accessibility for Absent Students

- Tracking Absences: We will monitor attendance and ensure that students who miss lessons receive the necessary support to catch up.
- Make-Up Sessions: Extra sessions will be arranged for persistent absentees to cover missed content.

Handling Controversial Topics

- Neutral Stance: Teachers will be trained to handle controversial topics impartially, ensuring personal beliefs do not influence teaching.
- Support for Teachers: Teachers can raise concerns about teaching certain areas with the Character Education Coordinator to receive guidance and support.

Teaching Methods and Resources

- Interactive Methods: We will use discussions and group activities to engage students.
- Digital Resources: Online platforms and multimedia tools will be utilised to enhance learning.

Assessment and Quality Assurance

- Assessment Methods: We will use a combination of formative assessments, student feedback, and self-assessments to monitor effectiveness.
- Quality Assurance: Regular reviews and observations will be conducted to ensure high-quality teaching across all key stages.

Reporting Progress

- Parent Communication: Progress will be reported through termly reports and during parent evenings to keep parents informed and involved.

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6.2 Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' lived experiences
- During lessons, makes pupils feel:
    - o   Safe and supported
    - o   Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - o   A whole-class setting
    - o   Small groups or targeted sessions
    - o   1-to-1 discussions
    - o   Digital formats
- Use External professional or organisations

- Give careful consideration to the level of differentiation needed

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't intentionally provoke upset or distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political and religious impartiality.

The academy remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE and PSHE is balanced, and it and the resources they intend to use:

    - o   Are age-appropriate
    - o   Are in line with pupils' developmental stage
    - o   Comply with:
          This policy
          The Teachers' Standards
          The Equality Act 2010
          The Human Rights Act 1998
          The Education Act 1996
          Any other Government Guidance

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    o What they're going to say
    o Their position on the issues to be discussed
- Provide guidance on who and how to respond to student questions?
- Ask to see in advance any materials that the agency may use in advance of the session
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session and ensure compliance with Trust GDPR policy and processes?
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that there is a member of staff is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Board of Trustees

The Board of Trustees will approve the RSHE & PSHE policy and hold the CEO to account for its implementation.

8.2 The Local Governing Committee

The local governing committee will monitor and moderate the implementation of this policy.

8.3 The Principal & other key staff

The Principal is responsible for ensuring that RSHE & PSHE is planned and taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

The Character Education Coordinator, the DSL and the SENDCO have input into the planning and teaching and the Character Education Coordinator is responsible for:

- Conducting in-depth analysis of the PSHE schemes that are available and using/and/or adapting the highest quality resources, understanding local context and needs of the students/academy. The curriculum needs to be progressive for students as they move through the Academy.

- Developing and/or adapting materials to support the delivery of PSHE and ensure all teachers within the Academy have access in a timely manner. This should include detailed subject knowledge and guidance on how to deliver lessons and topics.

- To have completed a full PSHE audit (using trust template) to ensure all National Curriculum and statutory requirements are met. Any gaps must be identified and reflected in a revised curriculum map to ensure minimum standards.

- To ensure all PSHE teachers have access to regular co-planning sessions and any training requirements (both formal and informal) are identified and met within a timely manner. This may be

delivered within the Academy, or through Trust wide events or suitable and accredited third party organisations.

- All PSHE lessons are regularly quality assured to identify areas of improvement in quality of teaching and/or resources being used. This process should be consistent, tracked and where appropriate, staff supported through coaching if/when required.
- Ensuring all students have access to and complete assessments to ensure PSHE is understood by students in all key stages.
- Our Character Education Coordinator should work alongside the Academy DSL and Estates team to review data that could reflect student behaviour and culture and ensure opportunities to reteach topics to improve behaviour and culture are implemented.
- Ensuring the effective monitoring and evaluation of all PSHE education provision within the school's curriculum, including a minimum of student voice being conducted once per term.

8.4 Staff
Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE encouraged to discuss this with the Character Education Coordinator and/or the Principal.

Our Character Education Coordinator is Beth Waddicor and our Assistant Principal overseeing Personal Development is Freddie Redfern.

8.5 Pupils
Pupils are expected to engage fully in RSHE & PSHE and, when discussing related issues, to treat others with respect and sensitivity.

9. Parents' right to withdraw

All curriculum materials should be able to be viewed by parents if requested. Parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. Academies should inform students when they have the legal right to access RSE should their parents have previously withdrawn. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy will arrange this.

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

Academies will identify which parts of their curriculum are considered sex education, and pupils will be withdrawn from only these lessons.
A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action including liaising with the Assistant Principal for Personal Development and the Character Education Coordinator.

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

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10. Training

Staff are trained on the delivery of RSHE & PSHE as part of their induction and it is included in our continuing professional development (CPD) calendar.

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

Regular measures need to be put in place to identify CPD requirements for RSE Teaching staff and ensuring those needs are met in a timely manner.

The academy places an importance on PSHE staff training and CPD through:

- Prioritising it through INSET sessions.
- Hosting weekly informal drop-in sessions.
- Holding half termly co-planning meetings with the Character Education Coordinator.

11. Links with other Policies and Procedures

- Child Protection and Safeguarding Policy
- Equality Statement and Objectives
- SEND Policy
- Curriculum Policy
- Behaviour Policy and Anti Bullying Policy
- E-Safety Policy
- Curriculum
- Careers Education and Guidance Policy
- Assessment Policy

12. Monitoring arrangements

The delivery of RSHE & PSHE is monitored by Beth Waddicor (Character Education Coordinator) and Freddie Redfern (Assistant Principal for Personal Development) through:

- Daily learning walks.
- Formal lesson observations.
- Book looks.
- Student voice sessions.
- Assessment data tracking.

Pupils' development in RSHE & PSHE is monitored by class teachers as part of our internal assessment systems.

The localisation of this policy will be reviewed by Beth Waddicor (Character Education Coordinator) and Freddie Redfern (Assistant Principal for Personal Development) annually. The localised information in this policy and its implementation will be monitored by the Local Governing Committee annually.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
Year 7	Autumn 2	**Health & Puberty L1-6** 1. Hygiene 2. Puberty 3. Managing changes 4. Consent and FGM 5. Self esteem 6. Being kind	Please contact Freddie Redfern via Freddie.Redfern@darwenvale.com if you would like to view any of the PSHE resources.
	Spring 4	**Building Relationships L1-6** 1. Types of relationships 2. Toxic relationships 3. Types of bullying 4. Why people bully 5. Banter or bullying, toxic relationships 6. Am I normal? When something isn't right.	
Year 8	Autumn 1	**Mental Health and Wellbeing L1-6** 1. Mental health 2. Body image 3. Healthy eating 4. Periods 5. What is cancer? 6. Grooming and CSE	
	Autumn 2	**Diversity & Discrimination L1 & 3** 1. What is LGBTQ 3. Sexual bullying	

Year group	Term	Topic/theme details	Resources
	Spring 1	**Respectful Relationships L1-6** 1. Healthy relationships 2. Is it love? 3. Why do some relationships end? 4. Divorce and separation 5. Understanding loss and bereavement 6. How to help other cope with grief	
Year 9	Autumn 2	**Sexual Relationships L1-6** 1. Commitment 2. Sexual orientation and gender 3. Assumptions about consent 4. Why have sex? 5. Masturbation, STIs, contraception 6. Sharing sexual images, consent	Please contact Freddie Redfern via Freddie.Redfern@darwenvale.com if you would like to view any of the PSHE resources.
Year 10	Spring 1	**Relationships in the media L1-6** 1. Introduction to pornography 2. Fantasy v reality 3. Attitudes to porn 4. Sexualisation and the media 5. Sexual abuse 6. Coercive control & domestic violence	

Appendix 2: By the end of secondary school pupils should know

Topic	Pupils should know
Families	That there are different types of committed, stable relationships
	How these relationships might contribute to human happiness and their importance for bringing up children
	What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	Why marriage is an important relationship choice for many couples and why it must be freely entered into
	The characteristics and legal status of other types of long-term relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

Topic	Pupils should know
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	What to do and where to get support to report material or manage issues online
	The impact of viewing harmful content
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	How information and data is generated, collected, shared and used online
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships,	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

Topic	Pupils should know
including sexual health	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
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	That they have a choice to delay sex or to enjoy intimacy without sex
	The facts about the full range of contraceptive choices, efficacy and options available
	The facts around pregnancy including miscarriage
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	How the use of alcohol and drugs can lead to risky sexual behaviour
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent signature			

To be completed by the academy	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

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Appendix 4: PSHE Curriculum Map

KS3-4	HT1	HT2	HT3	HT4	HT5	HT6
Y7	**All About Me** 1. Managing change 2. Good friends 3. Resilience 4. Strengths and areas to develop 5. Safety online 6. Knife crime 7. Reteach	**Health & Puberty** 1. Hygiene 2. Puberty 3. Managing changes 4. Consent and FGM 5. Self esteem 6. Being kind 7. Reteach	**Citizenship, Diversity: Multicultural Britain** 1. Individual identities 2. Equality and protected characteristics 3. Discrimination 4. What is cultural capital? 5. World religions 6. Reteach	**Building Relationships** 1. Types of relationships 2. Toxic relationships 3. Types of bullying 4. Why people bully 5. Banter or bullying, toxic relationships 6. Am I normal? When something isn't right 7. Reteach	**Staying Safe: Drugs & Alcohol** 1. Substance misuse 2. The effects of alcohol 3. The effects of smoking and vaping 4. The effects of energy drinks and sugar 5. County lines 6. Reteach	**Futures: Employment & Finance** 1. What are Futures 2. Aldridge Attributes 3. Being enterprising 4. Main employment industries 5. LMI & financial Choices 6. Reteach
Y8	**Mental Health & Wellbeing** 1. Mental health 2. Body image 3. Healthy eating 4. Periods 5. What is cancer? 6. Grooming and CSE 7. Reteach	**Diversity & Discrimination** 1. What is LGBTQ? 2. Equality Act 3. Sexual bullying 4. Negative attitudes and stereotypes 5. Discrimination and BLM 6. Reteach	**Respectful Relationships** 1. Healthy relationships 2. Is it love? 3. Why do some relationships end? 4. Divorce and separation 5. Understanding loss and bereavement 6. How to help other cope with grief	**First Aid & Health** 1. First aid 2. Bleeding 3. Choking 4. Head injuries 5. Asthma and allergies 6. Health lifestyles 7. Reteach	**Citizenship: UK Democracy** 1. Main political parties 2. General elections 3. House of Commons 4. Democracy, Prime Minister, King 5. British values 6. Green agenda 7. Reteach	**Futures: Next Steps & Careers** 1. Aldridge Attributes and employability skills 2. Who am I? 3. Passions and Enrichments 4. Post 16 & 18 options 5. One futures Multiple careers 6. The economy

			7. Reteach			7.Borrowing, saving & protecting your money 8. Reteach
Y9	**Staying Safe** 1. Staying safe 2. Pack mentality 3. Gange and knife crime 4. Substances 5. Substance abuse 6. Impact of addiction 7. Reteach	**Sexual Relationships** 1. Commitment 2. Sexual orientation and gender 3. Assumptions about consent 4. Why have sex? 5. Masturbation, STIs, contraception 6. Sharing sexual images, consent 7. Reteach	**Diversity: Disability & Neurodiversity** 1. Disability and neurodiversity 2. Access for all **Futures: Y9 Options** 1. GCSE options 2. Careers pathways 3. Types of employment To be taught in either order Plus reteach	**Citizenship: Human Rights & European Politics** 1. Human rights 2. The Human Rights Act 3. EU, Europe and Brexit 4. Being British: Britishness and British values 5. Citizenship tests 6. Critical thinking and fake news 7. Reteach	**Citizenship: My Rights & the Law** 1. Rights and responsibilities 2. Rule of law 3. UK law making 4. UN Convention on Human Rights 5. Crime and impact 6. Prisons, reform and punishment	**Futures: Financial Decision Making** .Managing money & budgeting 2.Bank accounts 3.Credit cards v debit cards 4.Mortgages v rentals 5.Student finance 6.Foreign currencies 7.Insurance & managing money 8. Reteach
Y10	**Addressing Radicalisation & Extremism** 1. Extremism 2. Radicalisation 3. Terrorism podcast 4. Rights 5. Media influence	**Staying Safe: Coercion & Control** 1. GDPR 2. Online gambling 3. Gambling addiction 4. Forced and arranged marriage 5. Honor based abuse	**Emotional & Mental Wellbeing** 1. Wellbeing 2. Stress 3. Sleep 4. Negative thinking 5. The influence of social media 6. Managing expectations	**Relationships in the media** 1. Introduction to pornography 2. Fantasy v reality 3. Attitudes to porn 4. Sexualisation	**Emotional Health, Wellbeing, DAT** 1. Managing change 2. Grief and bereavement 3. Coping strategies 4. Making informed	**Diversity: Equality, LGBT+, Women's Rights** LGBT+, 2.Me Too & Times Up 3.Women's Rights

	6. Reteach	6. Modern day slavery 7. Reteach	7. Reteach	and the media 5. Sexual abuse 6. Coercive control & domestic violence 7. Reteach	health choices 5. Intimacy 6. Safe media usage, mental wellbeing 7. Reteach	and discrimination 4. Peer influence and Gangs 5. Reteach
Y11	**Staying Safe: Cancer, Aesthetics, Digital/Online appearance** 1. Cancer 2. Blood and organ donation 3. Cosmetics and aesthetics 4. Digital footprints 5. Legal highs 6. Reteach	**Futures: Next Steps** 1. Post 16 routes 2. What is a personal statement? How to stand out 3. Interview skills 4. Application work **Diversity & Equality Globally** 1. LGBTQ rights across the world 2. Access to education across the world To be taught in either order Plus reteach	**Relationships, Pregnancy Choices & Parenting** 1. Consent and contraception 2. Teenage pregnancy choices 3. Parenthood 4. Abortion: laws, practicalities and morals 5. Love v abuse 6. Safer sex 7. Reteach	**Exam/Study skills. Coping with stress** 1. How to revise 2. Managing stress 3. Managing expectations 4. Positive activities over the summer 5. Wellbeing over the summer 6. Reteach	Reteach – schools to identify what the key topics are to be retaught before Y11 leave	

ALDRIDGE EDUCATION

KS5	HT1	HT2	HT3	HT4	HT5	HT6
Y12	**Physical & mental wellbeing** 1. Managing change 2. Healthy eating 3. Healthy Lifestyle 4. Work life balance 5. Body positivity	**Relationships: Friendships, sexual and healthy relationships** 1. Why is it important to recognise boundaries and consent? 2. What do we need to know about contraception? 3. Changing relationships 4. What does a healthy sexual relationship look like? 5. What is abuse?	**Diversity: Equality, masculinity, employment rights** 1. Diversity & equality in the UK 2. Employment rights & trade unions 3. Protected characteristics 4. Toxic masculinity & misogyny	**Citizenship: Contributing to society** 1. What is democracy and why do we need it? 2. The role of parliament 3. How do local councils work? 4. Why are elections and voting important? 5. How do individuals make a difference in society? 6. What are the major world religions?	**Personal Finance/Financial Literacy** *3. Local, global, national LMI* *6. Personal branding* *4. Household budgeting* *5. Borrowing money*	**Reducing risk: learning to drive, cancer, aesthetics, drugs and alcohol safety** 1. Knife crime 2. Alcohol and drug safety 3. Body modification 4. Cancer awareness 4a. Self-examination 5. Healthcare 6. Driving and road safety
Y13	**UCAS – VS to populate**	**Exams, study skills, time management, coping with stress** 1. How to revise 2. Managing stress 3. Managing expectations and plan B 4. Mental and physical health post 18 5. Wellbeing over summer	**Sexual relationships** 1. STIs 2. Fertility 3. Porn and the impact on society 4. The rise of Only Fans 5. Respect and relationships	**Citizenship: Feeling represented and being a good citizen** 1. Being a local citizen 2. Global citizenship 3. Should we celebrate 4. Do you feel represented? 5. You have a voice, use it 6. Have your voice heard	Agile learning based on review of course so far. For 2024-5, pupils will follow existing programme	

ALDRIDGE EDUCATION

RSE & Health Mapping across the curriculum

Year 7

HT2 Health & Puberty L1-6
- o 1. Hygiene
- o 2. Puberty
- o 3. Managing changes
- o 4. Consent and FGM
- o 5. Self esteem
- o 6. Being kind

HT4 Building Relationships L1-6
- o 1. Types of relationships
- o 2. Toxic relationships
- o 3. Types of bullying
- o 4. Why people bully
- o 5. Banter or bullying, toxic relationships
- o 6. Am I normal? When something isn't right

HT5 Staying Safe: Drugs & Alcohol L1-
- o 1. Substance misuse
- o 2. The effects of alcohol
- o 3. The effects of smoking and vaping
- o 4. The effects of energy drinks and sugar
- o 5. County lines

Year 8

HT1 Mental Health & Wellbeing L1-6
- o 1.Mental health
- o 2. Body image
- o 3. Healthy eating
- o 4. Periods
- o 5. What is cancer?
- o 6. Grooming and CSE

HT2 Diversity & Discrimination 1 & 3
- o 1. What is LGBTQ
- o 3. Sexual bullying

HT3 Respectful Relationships L1-6
- o 1. Healthy relationships

ALDRIDGE EDUCATION

- o   2. Is it love?
- o   3. Why do some relationships end?
- o   4. Divorce and separation
- o   5. Understanding loss and bereavement
- o   6. How to help other cope with grief

HT4 First Aid & Health L1-6
- o   1. First aid
- o   2. Bleeding
- o   3. Choking
- o   4. Head injuries
- o   5. Asthma and allergies
- o   6. Health lifestyles

Year 9

HT1 Staying Safe L1-6
- o   1. Staying safe
- o   2. Pack mentality
- o   3. Gange and knife crime
- o   4. Substances
- o   5. Substance abuse
- o   6. Impact of addiction

HT2 Sexual Relationships L1-6
- o   1. Commitment
- o   2. Sexual orientation and gender
- o   3. Assumptions about consent
- o   4. Why have sex?
- o   5. Masturbation, STIs, contraception
- o   6. Sharing sexual images, consent

HT3 Diversity: Disability & Neurodiversity L1
- o   1. Disability and neurodiversity

Year 10
HT1 Addressing Radicalisation & Extremism L1-5
- o   1. Extremism
- o   2. Radicalisation
- o   3. Terrorism podcast
- o   4. Rights
- o   5. Media influence

HT2 Staying Safe: Coercion & Control L1-6
- o   1. GDPR

- o 2. Online gambling
- o 3. Gambling addiction
- o 4. Forced and arranged marriage
- o 5. Honor based abuse
- o 6. Modern day slavery

HT3 Relationships in the media L1-6
- o 1. Introduction to pornography
- o 2. Fantasy v reality
- o 3. Attitudes to porn
- o 4. Sexualisation and the media
- o 5. Sexual abuse
- o 6. Coercive control & domestic violence

HT5 Emotional Health, Wellbeing, DAT L2-5
- o 2. Grief and bereavement
- o 3. Coping strategies
- o 4. Making informed health choices
- o 5. Intimacy

HT6 Diversity: Equality, LGBT+, Women's Rights L2 & 4
- o 2.Me Too & Times Up
- o 4. Peer influence and Gangs

Year 11

Y11 HT1 Staying Safe: Cancer, Aesthetics, Digital/Online appearance L1-5
- o 1. Cancer
- o 2. Blood and organ donation
- o 3. Cosmetics and aesthetics
- o 4. Digital footprints
- o 5. Legal highs