



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Bramfield House School



Bramfield House
School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy
- Spiritual, Moral, Social, and Cultural (SMSC) policy
- Equal opportunities Policy
- Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Bramfield house school's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Bramfield House school and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, [Keeping Children Safe in Education](#) and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to **trauma-informed practice (TIP)** and our **Ask, Accept, Develop (AAD)** approach where we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Staff understand the impact of early experiences on a child's internal world that support pupils to feel safe and understood. We recognise some topics may feel confronting and trigger survival behaviours, meaning bespoke and individualised approaches to delivery of RSHE content may be required.

RSHE provision at Bramfield house school strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Bramfield House school

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
Is taught by staff who have received RSHE training and overseen by the assistant headteacher and Headteacher
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).

- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- At Bramfield house lower school we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.
- In the upper and middle school we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered in the lower school by the class teachers as part of and alongside the PSHRE, careers and life skills lessons. These lessons are 1 hour and 10 mins once a week and a 1-hour life skills lesson. These teachers are known and trusted by the boys ensuring a consistent supportive environment where the boys feel comfortable to engage positively. In the upper school the lessons are delivered as part of PSHE and Life skills lesson each approximately 45 minutes. The lessons are delivered by the class tutors that have strong trusting relationships with the boys.

Roles and responsibilities

The assistant headteacher and headteacher *have responsibility for:*

- *Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.*
- *Overseeing all required content is coherently planned and consistently taught across year groups.*
- *Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.*
- *Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.*

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and understanding
- Responding to the needs of individual students

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

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Bramfield House school. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association, Cre8tive Resources, Votes For Schools, POL Ed and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' learning will be assessed half termly to ensure that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each class PSHE floor book

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

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

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Bramfield House School through mutual understanding, trust and cooperation.

The school will proactively engage parents through termly online workshops and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If

a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Leigh Bailey, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Bramfield House school will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education [Relationships Education, Relationships and Sex Education and Health Education](#) Statutory Guidance (2025).

Appendix One

Curriculum coverage PSHE, RSE and health education

PSHE, Citizenship and World Culture Unit Overview 2026-2027

The SMSC/Character Development Programme at Bramfield House School encompasses classroom-based activities such as PSHE, Careers and Life Skills lessons, as well as enrichment activities such as Bramfield Boy AQA Unit Award activities, outdoor learning experiences, trips, assemblies and Culture Days. This programme is designed to build social understanding and awareness, develop self-esteem, encourage physical health as well as mental and emotional well-being, and preparing students for the future, whilst also meeting statutory requirements.

Below is an overview of the PSHE, Careers and World Culture Curriculum for 2026-2027. All classes now have a minimum of a 1hour lesson a week and use a variety of resources linked to the PSHE Association. Work and discussions are recorded using a whole class floor book.

Colour Code:

Sex and Relationship Education

Careers (Gatsby Benchmark)

British Values

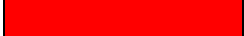
Physical Health, Mental & Emotional Well-being

Religious Education

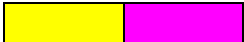
Keeping Safe

Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow and Ash and Class	The Island  -Pupils create an Island. -Create Rules about the Island. Relate these to school rules, religion and law. Consequences of breaking the rules. - Important jobs on the Island.	6 World Religion  For each of the 6 world religions, look at: -Religious symbols. -Places of worship (Visit Bramfield Church). -Religious books.	Relationships  -Who do we have relationships with/who cares for us. People we don't have relationships with (i.e. people we meet on the internet, strangers on the street) -Categories of relationship-	Big Feelings  -What makes us happy, sad, angry, worried, etc? (Start to look at grief and loss). -How do pupils feel and react when they feel some of these strong emotions. -What can they do to help when	Healthy lifestyles  -Why is it important to be fit and health? Consequences of unhealthy lifestyle. -Exercise (why do we need to exercise? Design an exercise programme).	The Environment  -Pollution -How can we look after the environment. -what is recycling? (Junk modelling) -Sustainability -What do different religions believe about looking after the

	Relate to careers. -Community activities. -The importance of keeping the history of the Island. Relate to the religious books.	-Religious festivals.	friendships, families, couples. -Balanced relationship. What is a positive relationship and what is a negative relationship. What to do if a relationship is harmful. (Pants conversation- appropriate and inappropriate touch). Where to go for help. -Qualities we look for in friends.	they feel big feelings that they do not know how to react to. Positive and negative ways to react. -Who can they talk to if needed. -Kind and unkind behaviour.	-Balanced diet (what is this? Why is this important? What should we be eating?) -Sleep and Relaxation. Allergy awareness what are the different types of allergies including food. Signs and symptoms and what to do.	world (Christian and Jewish views of dominion and stewardship, including the creation stories). Buddhist belief, to do no harm.
Chestnut and Acorn Classes	Bullying  -What is bullying? Different types of bullying,	Special days & festivals  -What are festivals? Why do we have them? Boys	Conflict and relationship  -Positive ways of dealing with our feelings.	Keeping safe  -Danger/safety, risk. -hazards, responsibility	Mental and Physical health  -Go over what makes a healthy lifestyle. Four	British values  -Equal rights, what are these? Why are they important?

	including cyberbullying. -How this can make people feel. -Anti-bullying and seeking help.	need to think about special times in their life and how they celebrate them. -Divali festival of light-Hinduism -Hanukah-Judaism -Holi-Hinduism -Eid-ul-fitr & Eid-al-adha - Islam -Christmas-Christianity	-Conflict management and resolution with peers. -Peer Pressure, positive and negative friendships (go over healthy relationships). -Anti social behaviour and its consequences.	(health and safety). -Importance of safety signage. -Emergency services. What do they do? When should be use them. Visit from someone in the emergency services.	areas diet, exercise, sleep, relaxation -What is meant by mental health? -How can social media effect our mental health? -How can poor mental health affect people. -Method for improving mental health. -Seeking help. Allergy awareness what are the different types of allergies including food. Signs and symptoms and what to do.	-Explore how the boys would feel if they were not treated equally in school. E.g all boys with blue eyes were given sweets every day. -Look at how different groups are treated in Britain e.g. older people, and why they should be treated the same as others. -What can we do to make Britain and the school more equal. -What do Sikhs believe about equality.
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	Self-esteem 	Personal Care 	Rights, Responsibilities and law 	Careers 	Feelings, Emotions & Valuing difference 	Community 
Beech and Spruce	-Body image -Social media influences. -What are pupils good at? What do they feel proud of? -What skills do they have? -How do they cope with stressful situations? Look at techniques for improving this. -Bucket list/future goals and how to achieve these things. -Joining teams and activity groups. Sep Mood boards – Elm / Olive setting up	-Puberty & how bodies change. Including emotions. -Personal hygiene. -Habits. -Bacteria & viruses. -Why we keep parts of our body private and not other parts. - Allergy awareness what are the different types of allergies including food. - Signs and symptoms and what to do. Experiential Dimension 	-What are laws and why are laws needed. -What happens when laws are broken for both adults and children. -The role of the Police, justice system, County Court, Magistrates Court. etc. - Human rights, children's rights.	-Grow Through Life - being willing to challenge themselves and try new things) -Explore Possibilities (being aware of the range of possible jobs) -Manage Career (looking forward to the future) -Create Opportunities (developing friendships and relationships with others) -Balance Life and Work (being aware of different life stages and life roles) -See the Big Picture (being aware of a range	-Empathy, recognising other's feelings (use grief and loss as one example). -Confidentiality, secrets, surprises -Dares, challenges, personal safety. - Listening, viewpoints, opinions, respect for others. -Resilience	-What does it mean to be a human? What does it mean to be a citizenship? -What is Community? Locally and globally. -Get pupils to spend several lessons creating a community, thinking about rules and how they get along, working together, etc. -How do Sikhs serve their local community. -Christianity, 'love your neighbour', story of the good Samaritan.

		-Spirituality/ Religion in art. -Spirituality/ Religion in music. -Spirituality/ Religion in Food -Religious artefacts		of different media, information sources and viewpoints)		
Elm and Olive	Keeping safe  -Internet safety- Social media, 'Sexting', -Consequences of sharing and viewing inappropriate images. -Cyber bullying, -Grooming and where to go for help, CEOP, etc) Sep – Floor books started (Check Sapling)	LGBTQ+  -Categories of LGBTQ+ -Stone Wall Riots and Pride. -Discrimination and the law (look at how the law has changed). Faith in action 	Abuse  -Looking at the different categories of abuse for children and adults (these are different). -Coercion and harassment. -Honour based violence, forced marriage, etc -Where to go for help. E.g. childline, police, etc.	Drugs  -What do we mean by drugs. -Legal (prescription, caffeine, tobacco, paracetamol, etc). -Illegal drugs (different classes) -The law and prison. -Consequences e.g. for future careers, etc if caught with illegal drugs.	Careers  -Grow Through Life (being aware that learning, skills and qualifications are important for career) -Explore Possibilities (being aware that many jobs require learning, skills and minimum qualifications) -Manage Career (imagining a	Relationships and sex education (Healthy relationships)  -Developing healthy relationships - Physical contact & touch; acceptable & unacceptable (start to look at consent). - Privacy, personal boundaries. - Disputes, conflict,

		-Martin Luther King -Bear Grylls -Gandhi		Muslim view of drugs	- range of possibilities for themselves in their career) -Create Opportunities (developing the ability to communicate their needs and wants) -Balance Life and Work (being aware of money and that individuals and families have to actively manage their finances) -See the Big Picture (being aware that trends in technology and science have implications for career)	- negotiation & compromise. -Collaborative working & shared goals.
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	Exploring influences	Relationships and sex education (Healthy relationships)	Prejudice and discrimination	Careers	British values	E-safety
	 -Peer pressure and gangs (County Lines). -The media (incl. social media), influencing gender roles, discrimination, etc. -Toxic masculinity. -Role Models and Celebrities (explore celebs who are guided by a belief system e.g. Stomzy)	 -Developing healthy relationships - Physical contact & touch; acceptable & unacceptable (start to look at consent). - Privacy, personal boundaries. - Disputes, conflict, negotiation & compromise. -Collaborative working & shared goals	 -What is prejudice and discrimination? -Homophobia, racism, sexism, etc. -Violence against women, including FGM. -The law around discrimination within society and work, including the protected characteristics. Anti-Semitism (Holocaust), Islamophobia. -Equality.	 -Grow through life (Being aware of the sources of help and support available and responding positively to feedback) -Explore Possibilities (being aware of the range of different sectors and organisations where they can work) -Manage Career (being aware that career describes their journey through life, learning and work) -Create Opportunities (being able to identify a role	 -British values of tolerance, freedom, etc. - Communities and belonging-including to faith communities. -Tackling extreme views and consequences of holding extreme views (both in school and wider society-including on the internet).	 -Identity theft, Fraud, common scams, money mules. -Who is targeted. -The law and consequences for committing fraud. -Explore dangers online. -Radicalisation risk. -The Law and duty of the school (Prevent).
Sycamore, Sapling						

				model and being aware of the value of leadership) -Balance Life and Work (being aware of rights and responsibilities in the workplace and in society) -See the Big Picture (being aware of the relationship between career, community and society)		
Cedar and Holly	Prejudice and discrimination  -What is prejudice and discrimination? -Homophobia, racism, sexism, etc. -Violence against women, including FGM.	Careers  -Grow through life (Being aware of the sources of help and support available and responding	Exploring influences  -Peer pressure and gangs (County Lines). -The media (incl. social media), influencing gender roles, discrimination, etc.	British values  -British values of tolerance, freedom, etc. - Communities and belonging-including to faith communities. -Tackling extreme views and	Relationship and Sex ed  -Contraception & -What do different religions believe about contraception. -Keeping yourself safe.	E-safety  -Identity theft, Fraud, common scams, money mules. -Who is targeted. -The law and consequences for committing fraud.

	-The law around discrimination within society and work, including the protected characteristics. Anti-Semitism (Holocaust), Islamophobia. -Equality.	- positively to feedback) -Explore Possibilities (being aware of the range of different sectors and organisations where they can work) -Manage Career (being aware that career describes their journey through life, learning and work) -Create Opportunities (being able to identify a role model and being aware of the value of leadership) -Balance Life and Work (being aware of	-Toxic masculinity. -Role Models and Celebrities (explore celebs who are guided by a belief system e.g. Stomzy)	consequences of holding extreme views (both in school and wider society-including on the internet).	-Human reproduction -Attitudes to pornography and the law.	-Explore dangers online. -Radicalisation risk. -The Law and duty of the school (Prevent).
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		rights and responsibilities in the workplace and in society) -See the Big Picture (being aware of the relationship between career, community and society)				
Fir and Ivy	Mental health  -What do we mean by mental health. -Stress/ anxiety/ depression -What things can affect our mental health, positively and negatively. Look at grief and loss. -Ways of improving our mental help e.g. mindfulness.	Modern Slavery  -What is slavery. -History of slavery. -What is modern slavery. Being aware and recognising it. -Seeking help. Gambling 	Careers  -Grow through life (considering what learning pathway they should pursue next) -Explore Possibilities (researching the learning and qualification requirements for jobs and careers)	Government  -Electoral system, including voting, House of Commons and House of Lords. -Role of regional, national and international governments, and role of PM's -Expenditure of public money.	Alcohol and smoking  -What is alcohol and why do people use it. -What are units of alcohol. -Drink driving. -Consequences of misusing alcohol. Religions views to alcohol, including Buddhist and Christian's.	Relationship and Sex ed  -Consent, sexual harassment, sexual violence (including rape). -STIs. -Pregnancy (including miscarriage) & parenthood. -Abortion (including reasons, legalities, impact & different

		-What is gambling? -Who can gamble -Why do people gamble? -Online gambling, and how this can develop into an addiction. -Gambling addiction and its consequences	- that they are interested in) -Manage Career (thinking about how they deal with and learn from challenges and setbacks) -Create Opportunities (being willing to speak up for themselves and others) -Balance Life and Work (identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces) -See the Big Picture (exploring the relationship between career and the environment)		-Why do people smoke. -short and long terms effects of smoking. -Vaping	religious views of abortion, Protestant and Catholic).
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			College and next steps (Year 10/11) Colleges and 6th form courses, looking at grades, qualities & skills needed, and focusing on applications to be done with Sarah K / 1:1 meetings.			
Maple, Rowan, Oak and Pine	Careers  1:1 Interviews and Applications (SK) Sarah Kett x 1 Careers – Preparing for Adulthood EHCP Outcomes College Applications Create a CV Write a job application	Mental health  Agencies support Definitions of Mental Health Stress and coping strategies	Relationship and Sex ed  -Consent, sexual harassment, sexual violence (including rape). -STIs. -Pregnancy (including miscarriage) & parenthood. -Abortion (including reasons, legalities, impact	Conflict and relationship / Rights responsibilities and the Law  Consumer Rights Employment rights Insta and Tik Tok generation Targeted advertising	Exams and Employability (Well-being support and managing stress – Carl P / Evie x1) Time management – executive functioning Revision strategies	Transitions: College Changes Life skills Sarah Kett x 1 Careers – Preparing for Adulthood EHCP Outcomes Community life skills and 'How to' - College/open days - How to do travel independently

	Take part in a mock interview Understand working roles Explore post-16 pathways		& different religious views of abortion, Protestant and Catholic).	What is marriage? Exploring your pay slip Rights and responsibilities	Being organised and preparation techniques Celebrating success and managing disappointment Accepting help	- How to gain work experience - How to manage employment and study. How to be confident at interviews How to be safe with friends How to make new friends at college and work
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Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have for example, undergone a non-legally binding religious ceremony.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed including when pupils are concerned about violence, harm or when they are unsure who to trust.

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online
5. might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
6. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

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7. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.¹
8. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
9. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
10. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
11. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
12. That pornography and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
13. How information is generated, collected, shared and used online.
14. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
15. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.
16. That AI chatbots are an example of how AI is rapidly developing and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.



Outcomes
First Group