



CAVENDISH
EDUCATION

Dovecote School

DC040 - Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

Responsible Person	Deputy Head & Assistant Head – Pastoral Lead
Approved By	Dovecote School Governance Body
Review Cycle	Annual
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Next Review Date	11 August 2027

Dovecote School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Dovecote School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance 'Understanding and dealing with issues relating to parental responsibility' considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- WorkNest (HR & employment law)
- SchoolPro TLC (data protection)
- iAmCompliant (compliance management)

For the purposes of this policy, references to staff include employees, workers, agency personnel, volunteers and contractors where relevant.

Dovecote School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Dovecote School.

The policy documents of Dovecote School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Document Version Control Log

Version	Date	Description of changes and person/organisation responsible
2.0	11 August 2026	Annual review. Renumbered as DC040 and transferred to the Dovecote School master policy template. Existing Dovecote PSHE and RSE policy retained as the substantive base, including Jigsaw, the spiral curriculum, wellbeing sessions and upper-school PSHE Association/Unifrog provision. Updated for the revised statutory RSHE guidance for introduction from 1 September 2026, KCSIE 2026, current safeguarding, online safety, equality, SEND accessibility, parental consultation and withdrawal arrangements. Governance updated to Dovecote School Governance Body.

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Statement of Intent

Dovecote School believes that a strong programme of Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), is central to helping students become safe, confident and increasingly independent young people who can make positive contributions to their communities and prepare successfully for adulthood.

The policy reflects Dovecote's needs-led, therapeutic approach. PSHE and RSHE are taught in ways that take account of each student's age, developmental stage, communication profile, SEND, social and emotional needs, lived experience and readiness to learn. Teaching is supported by the school's Thrive approach, pastoral and therapeutic work, Preparation for Adulthood programme and safeguarding curriculum.

Dovecote provides a spiral curriculum in which knowledge, skills and understanding are revisited, reinforced and extended over time. In the primary phase, Jigsaw provides the core structured programme for Relationships and Health Education and wider PSHE. In the upper school, provision is informed by the PSHE Association programme of study and Unifrog, including links with careers and preparation for adulthood. The curriculum remains responsive to safeguarding, behaviour and wellbeing information so that emerging needs can be addressed appropriately.

1. Legal Framework

This policy has due regard to relevant legislation, statutory guidance and regulatory requirements, including:

- Education Act 1996 and Education Act 2002.
- Equality Act 2010.
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Education (Independent School Standards) Regulations 2014, including the requirement for an effective PSHE programme which encourages respect for other people with particular regard to the protected characteristics in the Equality Act 2010.
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for introduction from 1 September 2026.
- DfE Keeping Children Safe in Education 2026 (KCSIE 2026), which comes into force on 1 September 2026.
- DfE national curriculum science programmes of study, where relevant.
- DfE guidance on teaching about relationships, sex and health, online safety and safeguarding.

This policy should be read alongside DC008 Child Protection and Safeguarding Policy, DC016 Online Safety Policy, DC017 Behaviour (Building Positive Relationships) Policy, DC023 Curriculum Policy, DC025 Anti-Bullying Policy, DC031 SEND Policy, DC041 Child-on-Child Abuse Policy, DC054 Supporting Pupils with Medical Conditions Policy and the school's Careers Policy.

2. Roles and Responsibilities

The Dovecote School Governance Body, acting within Cavendish Education governance arrangements, is responsible for approving this policy and receiving assurance that PSHE and RSHE are effectively planned, resourced, accessible and monitored. Governance will ensure that the curriculum meets applicable statutory and independent-school requirements and that parents receive clear information about the programme and withdrawal rights.

The Headteacher is responsible for the overall implementation of this policy, ensuring appropriate curriculum time, staff competence, parental consultation, safeguarding oversight and arrangements for any request to withdraw a student from sex education.

The Curriculum Lead / PSHE and RSHE Lead is responsible for planning and sequencing the programme, monitoring teaching and learning, coordinating resources, supporting staff, consulting with the DSL and SENCO, and ensuring that provision remains current, inclusive and appropriate to Dovecote students.

The DSL will advise on safeguarding-related curriculum content, emerging safeguarding themes and the handling of disclosures or concerns arising during lessons. The SENCO and Therapy Team will support appropriate adaptations and approaches for students with SEND, communication differences, trauma-related needs or other vulnerabilities.

Teachers and other staff delivering PSHE or RSHE will use approved resources, maintain professional neutrality, establish safe learning environments, answer questions in an age- and stage-appropriate way, and follow safeguarding procedures whenever a concern or disclosure arises.

For the purposes of this policy, references to staff include employees, workers, agency personnel, volunteers and contractors where relevant.

3. Aims and Structure of the PSHE Curriculum

At Dovecote School, PSHE is a whole-school approach which underpins students' development as people and supports their capacity to engage in learning. The curriculum addresses students' current experiences while preparing them for future life and adulthood.

The PSHE programme is organised around three broad themes:

- Health and wellbeing.
- Relationships.
- Living in the wider world, including economic wellbeing, careers, enterprise, personal safety and preparation for adulthood.

Teaching is carefully sequenced and uses manageable steps, repetition, practical application and opportunities to revisit learning. The school adapts content and pace according to students' abilities, communication needs, emotional readiness, EHCP provision and lived experiences.

PSHE is delivered through timetabled lessons and reinforced through the wider curriculum, Thrive and wellbeing sessions, assemblies, small-group work, therapeutic and pastoral

interventions, enrichment, trips, careers work and everyday relationships within the school community.

4. Dovecote Curriculum Organisation

Primary and lower-school provision uses Jigsaw as a comprehensive, carefully sequenced scheme of work. Its six recurring units are used to provide consistency and progression while allowing teachers to adapt delivery to individual needs.

Dovecote allocates formal timetabled PSHE teaching and regular wellbeing opportunities each week. Explicit teaching is reinforced through assemblies, social interaction, external visits, the Learning Charter, Thrive work and the relationships between students and adults across the school. The aim is for students to practise and apply learning in real situations, not simply recall lesson content.

For upper-school students, Dovecote uses a combined programme informed by the PSHE Association and Unifrog, linked with Careers and Preparation for Adulthood. This includes health and wellbeing, relationships, consent, safety, financial capability, media literacy, careers, work-related learning, independent living and decision-making.

5. Relationships Education and RSE

Relationships education and RSE at Dovecote are designed to help students understand healthy, respectful and safe relationships, recognise risk, communicate boundaries, seek help and develop the knowledge required for adult life. Teaching is factual, inclusive, non-judgemental and sensitive to individual needs and experiences.

- Families and different types of committed, stable relationships.
- Friendships, kindness, trust, respect, honesty, boundaries, conflict and reconciliation.
- Consent and the importance of care, respect and power dynamics within relationships.
- Bullying, prejudice, discrimination, misogyny and harmful stereotypes.
- Recognising unsafe, exploitative, abusive or controlling relationships and knowing how to seek help.
- Age-appropriate teaching about sexual health, contraception, sexually transmitted infections, pregnancy choices and access to reliable health information for secondary-age students.
- The law relating to consent, sexual offences, sexual harassment, domestic abuse, forced marriage, FGM, exploitation and other relevant safeguarding matters.

Secondary RSE builds on the foundations taught in primary Relationships and Health Education. Students will be supported to understand that healthy intimate relationships should be based on mutual respect, consent, safety and care. Teaching will be adapted to developmental rather than purely chronological age where necessary, while ensuring that students receive the knowledge they need to be safe.

6. Health Education

Health education supports students to make informed decisions about physical and mental health, recognise when something may be wrong and know where and how to seek help. It includes:

- Mental wellbeing, emotions, resilience, self-regulation, loneliness, anxiety, depression and help-seeking.
- Physical health, exercise, sleep and the relationship between physical and mental wellbeing.
- Healthy eating and the risks associated with poor diet.
- Drugs, alcohol, tobacco, vaping, prescription and over-the-counter medicines and associated risks.
- Personal hygiene, infection prevention, vaccination, dental health and appropriate use of healthcare services.
- Basic first aid, CPR and awareness of defibrillators.
- Puberty, the changing adolescent body, menstrual wellbeing, reproductive health and fertility.
- Personal safety in increasingly independent situations, including roads, railways, water, social settings and work environments.

Sensitive topics such as self-harm, suicide prevention, eating disorders or harmful sexual behaviour will only be taught in a carefully planned, age-appropriate and preventative way. Staff will avoid graphic or instructional material and will consult safeguarding or health professionals where appropriate. Any disclosure or concern will be managed under DC008 Child Protection and Safeguarding Policy.

7. Online Safety, Technology and AI

Online safety is embedded throughout PSHE and RSHE and links directly with DC016 Online Safety Policy. Students will be taught that the same expectations of respectful behaviour apply online and offline, and will develop the skills to question, report and respond to harmful or misleading content.

- Privacy, personal information, location settings and the permanence and onward sharing of online content.
- Online bullying, harassment, stalking, coercive or controlling behaviour and how to report concerns.
- Self-generated intimate images and videos, including the legal and safeguarding risks of creating, keeping or sharing sexual images involving anyone under 18.
- AI-generated sexual imagery, deepfakes and manipulated content, including how such material can be used to humiliate, exploit or harm.
- Sextortion, grooming, exploitation, scams and criminal activity online.
- Pornography and how it can distort expectations, reinforce misogyny or harmful sexual behaviour and affect relationships.
- Misinformation, disinformation, conspiracy content, fake accounts, targeted advertising and the need for critical evaluation.

- The potential risks of AI chatbots and other rapidly developing technologies, including fake intimacy, harmful advice and inaccurate information.

8. Equality, Respect and Protected Characteristics

Dovecote will comply with the Equality Act 2010 and ensure that PSHE and RSHE encourage respect for other people with particular regard to the protected characteristics. Teaching will be age-appropriate, developmentally appropriate and consistent with the law.

Students will learn about age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation at appropriate stages. The curriculum will challenge prejudice, discriminatory language, harmful stereotypes and behaviour which undermines the dignity or safety of others.

LGBTQ+ content will be taught as part of a broad and inclusive curriculum which promotes equality, respect and dignity. Where issues are contested or subject to wider debate, staff will distinguish factual or legal content from opinion and will not promote partisan viewpoints as fact.

9. SEND, Accessibility and Trauma-Informed Delivery

Because Dovecote is a specialist school, accessibility and personalisation are central to PSHE and RSHE. Students with SEND may be particularly vulnerable to abuse, exploitation, bullying, online harm or misunderstanding within relationships. Teaching will therefore be adapted so that key safety messages are understood and can be applied in real life.

Staff may use visual supports, repetition, simplified language, social stories, role play, concrete examples, pre-teaching, individual or small-group work and therapeutic support. The SENCO, DSL, Therapy Team and curriculum staff will work together where particular content may be triggering or where a student needs additional support to understand boundaries, consent, relationships, personal safety or health.

Dovecote's Thrive approach will support relational safety, emotional regulation and readiness to engage. Adaptation will not be used to deny students essential safeguarding knowledge; rather, content will be presented in a form and at a pace they can understand.

10. Safeguarding and Confidentiality

PSHE and RSHE form an important part of Dovecote's preventative safeguarding curriculum. Teaching will help students recognise abuse, exploitation, harmful behaviour and unsafe situations, understand how to seek help and know that concerns will be taken seriously.

Staff will make clear that absolute confidentiality cannot be promised. If a student makes a disclosure or information indicates that they or another child may be at risk, staff will follow DC008 Child Protection and Safeguarding Policy and report the concern to the DSL without delay. Staff will not investigate disclosures themselves.

The DSL will be involved in safeguarding-related curriculum planning, particularly where school data or emerging themes indicate that additional teaching or intervention is needed.

KCSIE 2026 will inform the school's approach to child-on-child abuse, sexual harassment, sexual violence, online harm and other safeguarding issues.

11. Working with Parents and Carers

Dovecote recognises parents and carers as important partners in PSHE and RSHE. The school will provide clear information about what is taught and why, and will consult parents when reviewing the curriculum and policy. Parents may request to view curriculum materials, including representative resources used by external providers.

Parents do not have a veto over statutory curriculum content, but their views will be considered carefully. The school will respond positively to reasonable questions and concerns and will explain how teaching is adapted to students' age, maturity, SEND and safeguarding needs.

12. Parents' Right to Request Withdrawal from Sex Education

Parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of RSE, except for content that forms part of the statutory science curriculum. There is no right to withdraw from relationships education or health education.

Requests must be made in writing to the Headteacher. Before a secondary-age withdrawal is agreed, the Headteacher will discuss the request with the parent and, where appropriate, the student so that the nature and purpose of the curriculum, the student's needs and any potential impact of withdrawal can be considered. A record of the discussion and decision will be kept securely.

A parental request for withdrawal will be respected up to and until three terms before the student turns 16. From that point, if the young person wishes to receive sex education, Dovecote will make arrangements for them to do so. Students who are withdrawn will receive appropriate, purposeful alternative education.

For primary-age students, Dovecote will identify clearly any non-statutory sex education content beyond Relationships Education, Health Education and national curriculum science. Parents may request withdrawal from that non-statutory content. Puberty and other statutory health or science content are not subject to withdrawal.

13. External Agencies, Visitors and Resources

External agencies and visitors may enhance PSHE and RSHE by providing specialist knowledge, but they will not replace the school's responsibility for the curriculum. Dovecote will check the suitability and credentials of visitors, review lesson plans and resources in advance, ensure content is age-appropriate and accessible, and maintain appropriate staff supervision.

External contributors must understand Dovecote safeguarding and confidentiality procedures. The school will not use contractual arrangements that prevent parents from seeing RSHE materials used with their child. Resources will be factual, balanced, appropriate and free from material that promotes harmful products or partisan positions.

14. Handling Questions and Sensitive Discussion

Students will be encouraged to ask questions in a safe and respectful environment. Staff will answer honestly and sensitively within the planned curriculum and the student's developmental stage. Ground rules, distancing techniques and anonymous question boxes may be used where helpful.

Where a question is not appropriate to answer in a group setting, staff may defer it, seek advice from the PSHE/RSHE Lead or DSL, and provide a safe route for follow-up. Staff will recognise that unanswered questions may lead students to unreliable online sources, so they will support students to access trustworthy information and appropriate adults.

15. Assessment and Quality Assurance

Dovecote has high expectations for learning in PSHE and RSHE. Assessment is used to identify what students know, what they can apply and where further support or intervention is required. Assessment may include discussion, quizzes, practical scenarios, self-evaluation, written or creative work and teacher observation.

The Curriculum Lead / PSHE and RSHE Lead will monitor provision through appropriate quality-assurance activity, which may include learning walks, lesson observations, planning and work scrutiny, student voice, staff feedback, curriculum mapping and review of safeguarding or behaviour themes. Monitoring will take account of the fact that progress in PSHE may be demonstrated through increased understanding, communication, safer decision-making and application in real contexts as well as written outcomes.

16. Staff Training

Staff delivering PSHE and RSHE will receive appropriate training and support. This will include updates where statutory guidance changes and support for sensitive topics such as consent, online sexual harm, pornography, sexual harassment, self-harm, suicide prevention, safeguarding disclosures, equality and the needs of students with SEND.

The PSHE/RSHE Lead, DSL, SENCO and Therapy Team will work together to identify areas where staff require additional knowledge or confidence. Staff will use school-approved resources and seek advice where they are unsure how best to deliver or respond to a sensitive issue.

17. Monitoring and Review

The Headteacher and Curriculum Lead / PSHE and RSHE Lead will review implementation of this policy annually. Review will consider curriculum coverage, statutory updates, student needs, parent and student feedback, safeguarding themes, quality assurance and the accessibility and impact of teaching.

The Dovecote School Governance Body will approve this policy and receive appropriate assurance about implementation. The policy will be reviewed earlier if there is a significant change in legislation, statutory guidance or school provision. The next scheduled review date is 11 August 2027.

18. Links with Other Dovecote Policies

- DC008 Child Protection and Safeguarding Policy.

- DC016 Online Safety Policy.
- DC017 Behaviour (Building Positive Relationships) Policy.
- DC023 Curriculum Policy.
- DC025 Anti-Bullying Policy.
- DC031 Special Educational Needs and Disabilities (SEND) Policy.
- DC041 Child-on-Child Abuse Policy.
- DC054 Supporting Pupils with Medical Conditions Policy.
- Careers Policy and relevant curriculum / safeguarding procedures.

Appendix 1. Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<u>Making friends: playing and learning together</u> How to listen, share, work cooperatively, and when and how to ask for permission. Friendships, including falling out and how to recognise bullying.	<u>Mental health and wellbeing</u> How to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	<u>Celebrating me, you and our families</u> Exploring similarities and differences, as well as everyone's individuality. Different families, and how family members can show care and love for each other.	<u>Safety at home</u> Introduction to hazards and risk in the context of the home. Strategies for staying safe, including in relation to household products and medicines.	<u>Being healthy</u> Healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	<u>Showing kindness to ourselves and others</u> Learning about feelings and exploring the importance of kindness.
Y2	<u>Mental health and wellbeing</u> Exploring a range of feelings and their intensity, and simple strategies to help manage them. Introduction to different kinds of change and loss (including bereavement).	<u>Keeping safe online</u> How online content can impact feelings. Safe choices about what they watch or share online (including the importance of not sharing personal information).	<u>Me, my body and staying safe</u> How people change as they grow from young to old. Introduction to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	<u>Money and work</u> Different strengths and interests and what this means for the jobs they might choose. What money is, how jobs can help people earn money, and how to distinguish between needs and wants.	<u>Keeping safe outside the home</u> Risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency or call 999 themselves if they need to.	<u>Looking back and moving on</u> Use this unit to consolidate learning – this could include extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition.

Y3	<u>Me, my friends and belonging.</u> Personal identity and friendship. Pupils learn ways to make others feel welcome and included.	<u>Mental health and wellbeing.</u> Self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	<u>Building healthy habits</u> Healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	<u>Making choices online</u> How to protect information online and make choices about online content, including understanding age ratings.	<u>Keeping safe out and about</u> How to identify risk and keep safe in the sun, as well as around railways and water.	<u>Looking out for each other</u> Basics of first aid, and how to make an efficient call to the emergency services.
Y4	<u>Mental health and wellbeing</u> Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	<u>Exploring ways to manage risk</u> This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety	<u>Forming respectful relationships</u> This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.	<u>Money matters and news literacy</u> This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	<u>Me, my body and growing up</u> This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.	<u>Families and growing together</u> This unit supports pupils' understanding of diverse family structures, and how families can change.
Y5	<u>Friendships, stereotypes and bullying</u> This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	<u>Mental health and wellbeing</u> This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	<u>Positively engaging with our world</u> This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	<u>Respecting boundaries</u> This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	<u>Safe connections</u> This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	<u>Embedding healthy habits and learning First Aid</u> This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.
Y6	<u>Mental health and wellbeing</u> This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition	<u>Managing money and online spending</u> This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	<u>Changes in puberty</u> This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	<u>Drug education: assessing risk and managing influences</u> This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	<u>Developing our AI literacy</u> This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use	<u>Looking to the future</u> This unit explores career related learning (including different career pathways) and supports pupils to prepare for school transition.

	Statutory RSHE
	Economic, Wellbeing and Careers (suggested)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y7	Emotional wellbeing: Change and Transition Transition back to school life. Trusted adults. Autism awareness. Learning goals. Develop social and emotional skills.	Friendship and bullying Principles of healthy and unhealthy friendships. How to identify and respond to bullying incidents.	Families and changing relationships The role of families. Caring for each other. Changing circumstances, such as divorce or separation.	Puberty and keeping safe Re-cap puberty from KS2. Testicular and vulval health. How to identify and report abuse.	Influences on relationships Expectations of – and attitudes towards relationships, including online and media influences.	Financial decisions Financial literacy. Decision-making and risk assessment skills in relation to money and spending.
Y8	Health and wellbeing Recognising learning differences. Decision-making skills that support a healthy lifestyle and wellbeing: Considerations about food, exercise and sleep. Impact of climate change on young people's wellbeing.	Personal safety and managing risk Assessing risk. Personal safety in a range of contexts (roads, water) and in relation to alcohol and other drugs.	Belonging and community Respectful and cohesive communities. Recognise and challenge bias. Stereotypes, discrimination and inclusion.	The online world How behaviour can be manipulated online, through algorithms and targeted content. How online platforms generate income through users.	Healthy and unhealthy relationships Relationship issues facing young people. Harassment. Image-sharing. Gendered violence. How to get support.	Managing money Financial decision making. Daily economic wellbeing. Managing bank accounts. Different ways of saving and borrowing.
Y9	Mental health and wellbeing How to manage strong emotions. Managing distractions, disappointments and setbacks. Healthy v unhealthy coping strategies, essential self-regulation strategies. Autism awareness.	Careers and future choices Exploring career interests. Work patterns and workplaces. Managing pressure and seeking support. Showcasing personal strengths and managing online reputation.	Drug education Developing skills to manage situations involving alcohol, vapes or other substances. Exploring attitudes, the law and influence.	Managing risk in relation to the law How young people might be drawn into criminal behaviour, and the impact of breaking the law. Organised and cybercrime.	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.	Navigating online harms Online harms. Responding to deepfake AI images and misogynistic narratives.
Y10	Independence, health choices and wellbeing Making informed, healthy and responsible health choices during transition to key stage 4. Celebrating learning differences / neurodiversity.	Navigating the online world The impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	Friendship, diversity and challenging extremism Challenging bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.	Managing influence Evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing attitudes and behaviour.	Exploring consent and recognising abuse Revisit consent. Recognise, challenge and seek support for harmful behaviours or abuse.	Study, work and careers Career choices and pathways, work experience, and applications for study or work.
Y11	Life-long wellbeing Mental health. Exploring strategies that support wellbeing, especially when managing workload and preparing for exams. Celebrating learning differences / neurodiversity	Drugs and personal safety Risks linked to substance use and gang involvement. Managing external influences and develop strategies to stay safe and seek support.	Safe relationships and sexual health Recognise healthy and unhealthy relationship behaviours. Explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.	Families, fertility and pregnancy Family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	Online financial harms Understanding online financial risks. Managing spending safely and recognise and respond to financial exploitation.	Exam Support / Consolidation of learning Study skills. Managing stress. Mindfulness techniques. Re-visiting topics where necessary.
	Statutory RSHE					
	Economic, Wellbeing and Careers (suggested)					

Appendix 2.

PARENT/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom