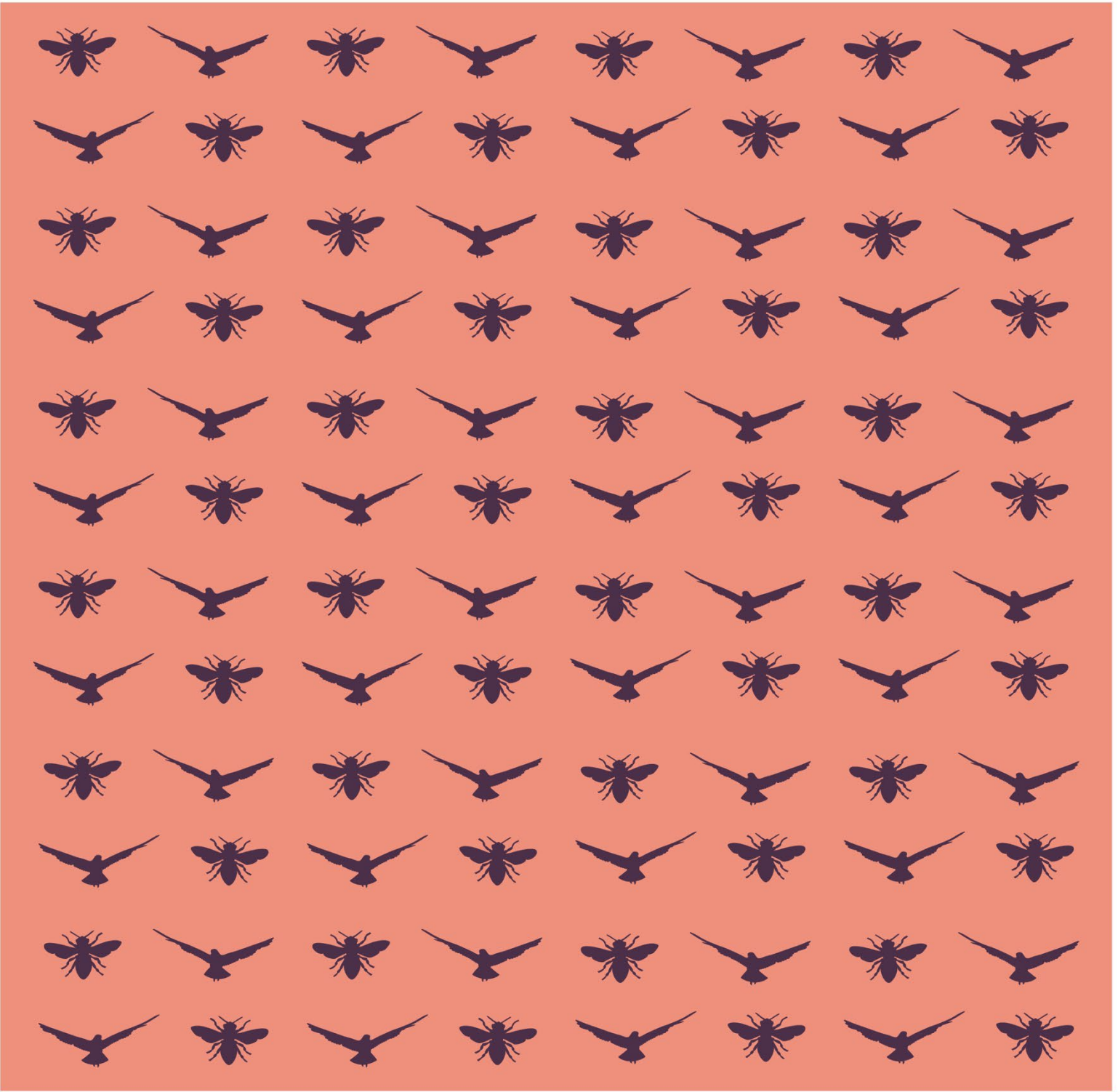


Relationships and Sex Education Policy (Secondary)

Contained within this document:

Full guidance of the delivery of RSE in Nova secondary schools



Relationships and Sex Education Policy (Secondary)



Policy/Procedure management log

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1. Introduction

At Nova Education Trust we, along with all of our academies, are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

This policy outlines how we teach RSE at Kirk Hallam Community Academy

2. Aims

Nova Education Trust acknowledges that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their

self-efficacy. All of our academies understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

The aims of relationships and sex education (RSE) at our school are to:

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

3. Statutory Guidance

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We also have regard to legal duties set out in:

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

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support pupils by offering these subjects.

4. Policy Development

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

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

5. Definitions

5.1 Relationship and Sex Education

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

5.2 Physical Health and Mental Wellbeing

- Health Education is about pupils developing an awareness of the changes happening to them during puberty.
- Health education will raise awareness within all pupils about menstruation.
- As a Trust we will support our female pupils who experience period poverty.

6. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and to the best of their ability so that pupils are fully informed.

7. Delivery of RSE

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust and schools level policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, wellbeing and safeguarding.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

At Kirk Hallam Community Academy, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The RSE curriculum is taught within a weekly dedicated PSHE lessons and a tutor programme, both delivered by form tutors. A break down of topic areas and themes are detailed in appendix 3.

8. Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

8.1 Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

All of our schools aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching materials to meet the specific needs of children at different development stages.

8.2 Sexual Identity and Orientation

We aim to deal sensitively and honestly with issues of sexual identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the scheme of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

8.3 Ethnic and Cultural sensitivities

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed group. We will respond to parental requests and concerns on an individual by individual basis.

8.4 Use of resources

We **will** consider whether any resources we plan to use:

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

9. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and Responsibilities (including monitoring)

10.1 The Local Governing Body

The Local Governing Body will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.
- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

10.2 Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 11).

10.3 Staff

Staff are responsible for:

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

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.

All form tutors are responsible for teaching RSE at Kirk Hallam Community Academy.

When managing difficult conversations or questions:

- Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.
- Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.
- All schools will need to ensure that all staff delivering RSE have received appropriate CPD including knowledge of the law.

- Teachers will act on any safeguarding concerns / disclosures as a result of the learning with the Designated Safeguarding Lead. This will be dealt with in the same way as any other disclosure made. Please refer to the Safeguarding Policy for further information.

10.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10.5 Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the Academy.

11. Parents right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

12. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

13. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Equality Information
- Wellbeing policy for pupils

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: Curriculum map

PSHE Curriculum Overview PERSONAL DEVELOPMENT									
Term 1: September – October									
Character Trait	Communication								
Wellbeing Pillar Focus	Connect								
Students can communicate safely, effectively and appropriately in different contexts and relationships									
Weeks	Topic	1	2	3	4	5	6	7	8: Responsive Week
Year 7	Bullying and the role it play R14, R16, R19, R38, R39, R40, R41, R42, R43	What is a respectful friendship? Do you want to go? Do you want to do it?	How can I deal with conflict?	What is bullying?	What are the impacts of bullying? Why is it important to make a change?	What is cyberbullying?	What is harassment? Why is it harmful?	How can we talk respectfully about others beliefs and our own opinions?	
Year 8	Managing harmful content online R2, R7, R13,R17, R26, R29, R37	What are our expectations of online behaviour?	How are my comments monitored online? What are the risks?	What are the consequences of sharing online material? How can we make the internet a safer place to be?	What is ‘sexting’ and what are the consequences? Scenario based learning	What is radicalisation and extremism?	What is pornography?	What is the impact of viewing harmful content online? How does it impact how we treat others?	
Year 9	Healthy, positive, intimate relationships R2, R8, R10, R11, R12, R18, R21, R24, R25, R26, R27, R28, R32, R33, H36	What is a positive, healthy, intimate relationship?	How can you end a relationship sensitively?	What is consent? No means no What is coercion?	How can our health be impacted by sexual choices and our relationships? What kind of relationship do you want?	How can you manage sexual pressure? How will you know that you are being respected?	Am I ready to have sex? What is contraception?	What are STIs?	
Year 10	Grooming R3, R7, R14, R15, R16,R17, R19, R21, R30, R31, R36, R37, R38	What is online grooming?	Grooming: how and why? How might people talk to you online, spotting the differences	Case study Who could they talk to? What changes do we need to see?	Case study Who could they talk to? What changes do we need to see?	Managing issues online	The damages associated with sexually explicit material	What is the difference between a healthy and unhealthy relationship? How do you communicate that?	
Year 11	Relationships, pregnancy and parenthood R1, R4, R9, R10, R13, R17, R23, R24, R25, R26, R27, H30, H31, H32, H33	What is a respectful relationship? • Stable relationships • How they impact happiness	How can relationships impact the upbringing of children?	The legal status of marriage: understanding and respecting differences	What is fertility? How can someone become a parent? How can we change how people talk about fertility and parenthood?	What are the possible outcomes for pregnancy?	Respecting one another’s pregnancy choices	Social responsibility within the family and the wider community	

PSHE Curriculum Overview TUTOR TIME								
Term 1: September - October								
Character Trait	Communicate							
Wellbeing Pillar Focus	Connect							
Students are able to develop the quality of their connections to enhance their sense of belonging and self-worth								
Weeks	1	2	3	4	5	6	7	8
Theme of the week	<i>The year ahead</i> L7, L9, H1	<i>How can connecting improve my wellbeing?</i> H5, H7, H10, H7	<i>Youth Mental Health Day September 19th</i> H2, H8, H12, H2, H5	<i>National Coding Week: Online communication</i> R42, R43, R35	<i>World Poetry Day October 5th</i> R9, R10, R14, R1	<i>Breaking barriers to connecting: dyslexia, dyspraxia and braille</i> H1, R39, R41, R34	<i>National Bullying Prevention Month (October)</i> R37, R35	<i>Black History Month (October)</i> R38, R39, R40, R41, R9, R34
Virtual Assembly								
Wellbeing	Academic Goal Planning Sheet	How does being ‘connected’ improve our wellbeing? How can we connect over bonfire night? Is there something we can attend?	Create a BeBrave Wall in your classroom	Exploring your web of connections, who is there for you?	‘Red Brocade’ by Naomi Shihab What is the poet’s message about friendship?	Breaking barriers to connecting: What is dyslexia? How can we connect effectively?	What can you do to ensure a friend feels supported?	Building empathy
Year Group Assembly								
Literacy (KS3, KS4)	‘Harry Potter and the Philosopher’s Stone’ by J K Rowling	‘Poet X’ by Elizabeth Acevedo	‘Can you see me?’ by Libby Scott and Rebecca Westcott	What is coding?	‘We Have Been Friends Together’ by Caroline Norton	‘She is Not Invisible’ by Marcus Sedgwick	‘Boy, Everywhere’ by A.M. Dassu	Have you heard of me?
	‘Midnight’s Furies: The deadly legacy of India’s partition’ by Nisid Hajari	‘Things I Can’t Forget’ by Miranda Kenneally	‘The Unfortunates’ by J K Chukwu	What is coding?	‘A Poison Tree’ by William Blake	‘Girl, Stolen’ by April Henry	‘The Places I’ve Cried in Public’ by Holly Bourne	The Superficiality of Villainy and Darkness
News OR ORACY	‘Living with purpose – and setting goals – gives us something to focus on beyond worries and ‘what ifs’.	‘Effective connections don’t come easy, we all have to invest time in developing them.’	‘Relationships and friendships are the greatest contributing factor to the mental health of teenagers.’	‘The time spent communicating online is damaging our ability to communicate in person.’	‘Poetry can teach us a lot about life.’	‘Strength lies in differences, not in similarities.’	‘If someone is being bullied online, should they just delete their account?’	‘There should be more opportunities in school to study ethnically and culturally diverse role models.’

PSHE Curriculum Overview PERSONAL DEVELOPMENT							
Term 2: November - December							
Character Trait	Kindness						
Wellbeing Pillar Focus	Give						
Students can understand when to show kindness and how this impacts those around them							
Weeks	Topic	1	2	3	4	5	6: Responsive Week
Year 7	Families and relationships with adults R1, R2, R3, R10, R14, R16, R23, R35, R36, H22	What are the roles and responsibilities of parents?	What is neglect?	Who are trustworthy sources of information?	How do we define a safe relationship?	What is female genital mutilation?	
Year 8	Stable relationships, forced marriage and domestic abuse R3, R6, R9, R10, R11, R14, R23	What is a committed, stable relationship?	What is forced-marriage and honour-based violence?	What are the roles and responsibilities of parents?	What is domestic abuse?	How can we support others in understanding what a supporting, respectful relationship is?	
Year 9	Stable relationships, sexual harassment, and coercive control R13, R14, R16, R17, R23, R37, R42,R43, R44	What have I learnt about respectful relationships?	How can online relationships impact other relationships? Cancel culture and gaslighting	What is a hate crime?	Do I know what is considered to be sexual harassment?	What is coercive control and domestic violence?	
Year 10	Religion, conflict and reconciliation RSE	What is community cohesion?	How is conflict experienced on a domestic and political level?	What is reconciliation?	What is forgiveness? Why is it important?	How can we manage conflict?	
Year 11	Religion, conflict and my community RSE	What is the difference between equality and equity?	Where do you see prejudice and injustice in your world?	How is your world impacted by wealth and poverty?	Why is poverty increasing in the UK?	What would you change? How would you promote that change?	

PSHE Curriculum Overview TUTOR TIME						
Term 2: November - December						
Character Trait	Kindness					
Wellbeing Pillar Focus	Give					
Students can understand how giving and kindness create positive feelings and a sense of reward						
Weeks	1	2	3	4	5	6
Theme of the week	How does giving improve our wellbeing? H4, H7, H9, H10, H12, H2, H5, H7	Remembrance Day R22, R13, H6, H8	Anti-bullying week H2, R13, R38, H2, H4	Oceans of Plastic Day L23, L26	St Andrew's Day H1, R3, R4, R39, R41, R9, H4	Understanding and communicating differences H1, R3, R39, R40, R41, R9, H4,
Virtual Assembly						
Wellbeing	How does 'giving' improve our wellbeing?	How I started talking about my grief	'Let's Make a Noise!'	Oceans of Plastic Day: Could you practise giving by thinking about your plastic usage this November?	Where do I fit in? Questioning your identity	'Be kind to yourself' – complete the activities
Year Group Assembly						
Literacy (KS3, KS4)	'Scars Like Wings' by Erin Stewart	'In Flanders Field' by John McCrae	'Face' by Benjamin Zephaniah	'Oceans of Plastic' non-fiction	'The Nowhere Emporium' by Ross Mackenzie	'Wonder' by R J Palacio
	'A Man Called Ove' by Frederick Backman	'In Flanders Field' by John McCrae	'The Hate You Give' by Angie Thomas	'Oceans of Plastic' realistic statistics	Exploring the Scottish Highlands	'Letter to My Daughter' by Maya Angelou
News OR Oracy	'Giving to others when we can is important, but it is also important to do this respectfully and appropriately.'	'It is important to still mark Remembrance Day. It is part of British history.'	'It is everyone's responsibility to stop bullying, not just the bullies. By not doing anything you also accept such behaviours.'	'We have the opportunity to 'give back' to our planet every day by reducing our plastic usage but people are too lazy.'	'To be British is to recognise and celebrate the differences of the home nations.'	'Giving our time to understand the beauty in our differences is just as important as the giving of physical donations.'

PSHE Curriculum Overview							
Term 3: January - February							
Character Trait		Respect					
Wellbeing Pillar Focus		Take Notice					
Students can show respect for themselves, others and their wider community							
Weeks	Topic	1	2	3	4	5	6: Responsive Week
Year 7	Crime R42, R43, R44, R45, R47	How can young people be involved with criminal behaviour?	What is a hate crime?	What is vandalism and arson?	What are the different types of assault?	Case study exploration	
Year 8	Diversity, Equality and the Law RSE	What is equality?	What does the law say?	What are protected characteristics?	What are stereotypes?	How can we create a more equal society?	
Year 9	What is racism? RSE	What is racism?	Where does racism come from?	The history of racism	Black Lives Matter	Racism in your world	
Year 10	Extremism and radicalisation RSE	What is extremism and radicalisation?	How can language divide us?	How does radicalisation work?	How might you be influenced by your peers? Or through different mediums?	Where does it exist in the world I live in?	
Year 11	What are our human rights? RSE	What are our Human Rights in the UK?	What are hate crimes?	What is misogyny? How is this damaging? What are the risks?	How could bullying exist beyond school? What are your rights within the workplace?	What are your rights in a relationship? What is female genital mutilation?	

PSHE Curriculum Overview TUTOR TIME						
Term 3: January – February						
Character Trait	Respect					
Wellbeing Pillar Focus	Taking Notice					
Students are encouraged to pay close attention to the present moment and reflect on their thoughts and feelings						
Weeks	1	2	3	4	5	6
Theme	<i>Taking Notice</i> H1, H7, H9, H10, H7, H10	<i>Veganuary</i> L26	<i>National Story-telling Week</i> L23, L26, H2, H6	<i>Time to Talk Day</i> H13, H12, H7, H4,	<i>Children’s Mental Health Awareness Week</i> H6, H12, H9, H10	<i>LGBT History Month</i> H3, R9, R34, H4
Virtual Assembly						
Wellbeing	What is ‘taking notice’?	Veganuary video and discussion	‘The Wind and The Sun’	Create a ‘Just to say...’ note to give to a friend (These will need printing in advance by tutors)	What is children’s mental health week? Watch the video and discuss Paddy’s story (Sports Performance Anxiety) Video to be updated for 2024	Anna Freud LGBTQI+ Mental Health Resource Guide, read extracts and discuss why this is important And Hub of Hope, please demonstrate how to use to the class
Year Group Assembly						
Literacy (KS3, KS4)	‘Mindfulness’ by Mark Williams and Dan Penman	Why try ‘Veganuary’? Non-fiction	‘My Sister Lives on the Mantelpiece’ by Annabel Pitcher	‘Darius the Great Is Not Okay’ by Adib Khorram	‘Highly Illogical Behaviour’ by John Corey Whaley	Where do I fit in? Non-fiction
	‘Mindfulness’ by Mark Williams and Dan Penman	Should the world go vegan? Non-fiction	Two friends and the bear – moral story	‘Resilience’ by Alex Elle Poetry	‘Turtles All The Way Down’ by John Green	What does LGBTQ+ stand for? Non-fiction
News OR Oracy	<i>‘Helping those who do not want to help themselves is impossible.’</i>	<i>‘My diet enables me to function to the best of my potential.’</i>	<i>‘Stories help us to reflect on our own thoughts and feelings and how we would respond in similar situations.’</i>	<i>‘Everyone should be encouraged and supported to talk.’</i>	<i>‘It is our own responsibility to understand our own mental health.’</i>	<i>‘The media shapes our perception of love.’</i>

PSHE Curriculum Overview PERSONAL DEVELOPMENT						
Term 4: February - March						
Character Trait	Resilience					
Wellbeing Pillar Focus	Combined approach					
Students are encouraged to be resilient to set backs and recognise positive challenges that promote self-growth						
Weeks	Focus	1	2	3	4	5: Responsive Week
Year 7	What I can do and what I could do L1, L2, L3, L5, L6, L9	What skills and qualities do I have?	How can I develop my personal strengths?	How can I set ambitious targets?	What are desirable skills for employment?	
Year 8	Myself and the workplace L2, L8, L10, L14	What are my strengths and weaknesses?	Why are qualifications important?	What part does resilience play?	How can you manage your emotions in the workplace?	
Year 9	Choosing my options L7, L8, L9, L11	How can I prepare for my Year 9 options?	How can I narrow down my choices?	What are my dreams and aspirations?	How can I clarify my choices?	
Year 10	How can I gain relevant experience? L1, L4, L7, L8, L9,L10	Where would I like to go?	How can I gain relevant experience?	Why is work experience so important?	What does a CV look like?	
Year 11	Where am I going? L2, L3, L6, L10	What are my strengths and weaknesses and how do these apply in the workplace?	How will my qualifications impact career choices?	How can I support applications with relevant experience?	How do I write a CV?	

PSHE Curriculum Overview TUTOR TIME					
Term 4: Feb-Apr					
Character Trait	Resilience				
Wellbeing Pillar Focus	Combined approach				
Students recognise the importance of adapting to difficult or challenging life experiences					
Weeks	1	2	3	4	5
Theme	World Book Day H10, H7	National Careers Week H2, H4, H9, L4, H1	British Science Week H9, H4	International Day of Happiness H8, H10, H2, H5, H6	World Autism Acceptance Week R40, R41, H9, R9
Virtual Assembly					
Wellbeing	How can reading help our mental health this World Book Day?	Why is it important to have a dream?	What are the 6 ‘Rs’ of Resilience?’	‘Happiness isn’t good for the economy’	‘The Importance of Resilience’, Caleb Sharman
Year Group Assembly					
Literacy (KS3, KS4)	Not yet released	‘You’ve got to find what you love’ extract from a speech delivered by Steve Jobs	Florence Nightingale, ‘the lady with the lamp’	‘All the Bright Places’ by Jennifer Niven	‘The Curious Incident of the Dog in the Night-time’ by Mark Haddon
	Not yet released	‘You’ve got to find what you love’ extract from a speech delivered by Steve Jobs	Elizabeth Garret Anderson, the first Englishwoman to qualify as a doctor.	‘The Perks of Being a Wallflower’ by Stephen Chbosky	‘Forrest Gump’ by Winston Groom
News OR Oracy	‘Our reading ability is not something to be embarrassed about but something that we should be proud to develop.’	‘We must challenge ourselves to find what we love to do rather than to find something that is easy to do.’	‘The scientific answer is always the correct one.’	‘It is impossible to be happy every day but it is important to believe that happier days will come.’	‘It is important that we try to turn things upside down and understand situations from someone else’s perspective.’

PSHE Curriculum Overview PERSONAL DEVELOPMENT							
Term 5: April-May							
Character Trait		Tenacity					
Wellbeing Pillar Focus		Actively Learning					
Students can recognise when to make decisions and act with determination and persistence							
Weeks	Topic	1	2	3	4	5	6: Responsive Week
Year 7	When my body changes H34, H21,H35	What is puberty and how does it affect me?	How will my body change emotionally?	What have I learnt about how my body will change?	What is the menstrual cycle?	What does puberty look like in boys?	
Year 8	When I am put in dangerous situations H23, H24, H25, H26, H27, H28, H33	What is the law around drugs, alcohol and tobacco?	What are drugs and what are the risks?	What is county lines?	What is child sexual exploitation?	How do I perform first aid?	
Year 9	When I am old enough to vote	What is a democracy?	Who are the political parties in the UK? What is a general election?	What is parliament? How is it structured?	What is the difference between a dictatorship and a democracy? What is the role of the monarchy?	What is Brexit? What is the future of Britain?	
Year 10	When I need to protect myself and others H19, H20, H21, H23, H24	What are drugs and what are the risks?	How can drugs affect me?	What is child criminal exploitation?	What is child sexual exploitation?	How do I perform first aid?	
Year 11	When I need to make effective choices for my wellbeing H1, H2, H4, H5, H6, H7, H8, H9, H10, H12, H13	Why are positivity and happiness crucial aspects four our mental health?	How is my self-confidence and self-esteem influenced by both internal and external sources?	How can I minimise stress and improve exam performance?	What strategies can I use to help me manage my mental health?	Wellbeing session: To help cope with exam pressure, students have the opportunity to engage in a range of wellbeing activities from the Wellbeing Padlet	Wellbeing session: To help cope with exam pressure, students have the opportunity to engage in a range of wellbeing activities from the Wellbeing Padlet

PSHE Curriculum Overview TUTOR TIME						
Term 5: Apr-May						
Character Trait	Tenacity					
Wellbeing Pillar Focus	Actively Learning					
Students are encouraged to understand the impact of learning on their sense of purpose and self-esteem						
Weeks	1	2	3	4	5	6
Theme of the week	How does learning help my wellbeing? H1, H10, H2, H7	Stop Food Waste Day April 26 th H17, H18, H11	Financial Awareness Week L15, L17, L18, L16, L17, L18	Local and Community History month H12, H13, H14	Walk to School Week H14, H16, H11	National Conversation Week H6, H8, H10, H2, H7, H10
Virtual Assembly						
Wellbeing	How does learning help my wellbeing?	The Role of Nutrition in Mental Health	The cost-of-living crisis and mental health	Changing Lives – What can your local support do for you?	How do we get to school? To be printed in advance or completed on the board as a class	National Conversation Week – use the starters and encourage your tutor group to talk
Year Group Assembly						
Literacy (KS3, KS4)	A lesson from Jim Carrey	‘Food on the Brain’ – by Anonymous (poetry)		‘Self-Pity’ by D.H. Lawrence (poetry)	‘Walking Home’ by Kate Zobel	‘Unsheltered’ by Barbara Kingsolver
	A lesson from Maya Angelou	‘Inviting a Friend to Supper’ by Ben Johnson (poetry)		‘Pride and Prejudice’ by Jane Austen	Sarvan’s Journey through India’s Thar Desert	‘The Power’ by Naomi Alderman
News OR Oracy	‘Every child should be encouraged to have a pet, that can teach us things that people can’t.’	‘It’s easy for everyone to get involved with and learn about how to reduce the impact of food waste, not just on Stop Food Waster Day, but day in, day out.’	‘Financial decisions are often influenced by the power of the media; including advertisements and the illusion of social media.’	‘Learning about where you live and where you come from strengthens your concept of identity.’	‘We take walking to school for granted, it teaches you valuable lessons from a young age.’	‘Teaching teenagers how to hold valuable, impactful conversations should be covered more explicitly in schools.’

PSHE Curriculum Overview PERSONAL DEVELOPMENT									
Term 6: Jun-Jul									
Character Trait		Responsibility							
Wellbeing Pillar Focus		Be Active							
Students can take responsibility for their physical and mental health									
Weeks	Topic	1	2	3	4	5	6	7	8: Responsive Week
Year 7	My health: dental hygiene, a balanced diet, and making responsible health choices H13, H17, H19, H20, H21	Personal hygiene	Dental health and oral personal hygiene	The importance of a healthy diet	Germ, bacteria and viruses	Lifestyle diseases and cancer	Making responsible health choices: vaccinations, blood and organ donation	How can I commit to a healthy lifestyle?	
Year 8	Being a more confident me! Exploring our body image H2, H3, H5, H11, H12, H13, H14, H19, H21	Mental Health and Social Media	Body image and social media	Resilience and social media	Building resilience	Self-harm	Accessing appropriate sources of help and being a confident user of the NHS	The importance of exercise	
Year 9	Having confidence in my healthy lifestyle H15, H16, H17, H19, H21	How can we make healthy choices? Sleep hygiene	How do I know if I am eating healthy?	Healthy diets: BMI, obesity, food pyramids and eating well	Body image and positivity	What is body shaming and why do people do this?	Do we need to worry about body piercings and tattoos?	What are the consequences of not living healthily?	
Year 10	Staying safe and looking after our mental health H2, H3, H4, H5, H7, H8, H9, H10, H13, H14	What is social anxiety and how can it be managed?	How can we cope successfully with anxiety?	How can we cope successfully with stress?	How can we recognise symptoms of depression?	How can we recognise and prevent developing eating disorders?	How do we damage our bodies with binge drinking?	What is CPR and how do we perform this?	

PSHE Curriculum Overview TUTOR TIME								
Term 6: Jun-Jul								
Character Trait	Responsibility							
Wellbeing Pillar Focus	Be Active							
Students are able to explore different aspects of physical activity and set achievable goals and challenges								
Weeks	1	2	3	4	5	6	7	8
Theme	How can being active help to improve our wellbeing? H1, H9, H10, H4, H7	The British Nutrition Foundation – Healthy Eating Week H17, H18, H11	Drowning Prevention Week H30, H31, H23	Children’s Art Week L2, L6, L3	Plastic Free July R9, R9	National Simplicity Day – July 12 th H4, H9, H7	Parallel Universes: the similarities and differences between reality and life online L15, L16, L17, L17, L18	Countdown to Summer L2, L3, L2
Virtual Assembly								
Wellbeing	What sport are you thankful for today?	What does your plate look like?	SAFE Open Water Swimming - RNLI	Children’s Art Week: ‘Your Life in Your Hands’	How can you take an active role in reducing plastic pollution?	Simplicity is the key	The Online Illusion of Perfection	Summer Bucket List
Year Group Assembly								
Literacy (KS3, KS4)	Support between team mates: Rob Burrows and Kevin Sinfield	‘Holding Up the Universe’ by Jennifer Niven	National Water Safety Forum	‘The Starry Night’ by Vincent van Gogh	‘Trash’ by Andy Mulligan	‘Challenger Deep’ by Neal Shusterman	‘Ready Player One’ by Ernest Cline	‘The Goldfish Boy’ by Lisa Thompson
	Support in sport: Rob Burrows and Kevin Sinfield	‘Why has nobody told me this before?’ by Dr. Julie Smith	‘Hamlet’ by William Shakespeare	‘Cezanne’s Ports’ by Allen Ginsburg	The Plastic Pollution Crisis	‘The Bell Jar’ by Sylvia Plath	‘Teen Gambling: Understanding A Growing Epidemic’ by Jeffrey L Derevensky	‘Humans’ by Matt Haig
News OR Oracy	‘If I have had a bad day at school, the best thing I can do is go out and be outside.’	‘Eating a balanced diet is important for both your mental and physical health.’	‘Swimming into open water when you don’t know the depth or current is intimidating.’	‘Sport should be considered as an art form.’	‘We all have a responsibility as an individual to reduce our plastic usage.’	‘It would be valuable for all of us to set a daily ‘phone-free’ time target.’	‘The online world can create unrealistic expectations for teenagers which can lead to more teens engaging with dangerous activities.’	‘The summer holidays are the perfect opportunity to try something new.’