



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Dibden Park 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 **Dibden Park School** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **Dibden Park 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)**. 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 so our RSHE delivery is grounded in strong, trusting relationships 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 **Dibden Park 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 **Dibden Park 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 **Hannah Tinkler**.
- 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.
- *For Primary: At **Dibden Park School** we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.*
- *For Secondary: At **Dibden Park 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 through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on “in-the-moment” opportunities to reinforce RSHE themes in real contexts, adapting to pupils’ interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The PSHE lead has 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 **Dibden Park 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 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 every half term 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 pupil's RSHE 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 **Dibden Park School** through mutual understanding, trust and cooperation.

The school will proactively engage parents 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. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. 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 **Naomi Carter, Headteacher**, 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, **Dibden Park 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

RSHE Curriculum Map							
Year	4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme- Community</u> - Learning to communicate effectively to achieve a shared goal. - Learning about using my voice to assert myself and give ideas but using active listening to hear the contributions and viewpoints of others. - Recognising that others have different perspectives.	<u>Theme – Kindness in the world</u> - Learning about bullying both offline and online. - Learning about kind and unkind behaviours and the impact our actions can have, including seeking help for oneself and others. - Learning about online relationships and the risks involved. Starting to critically evaluate online relationships and the risk of sharing online. - Understanding age limits for apps and online platforms. - Start to look at how search engines filter results. Exploring how algorithms direct you to a narrow content. - Looking at blocking users and disabling comments.	<u>Theme – Dreams and Ambitions</u> - Build on prior learning about skills and what we are good at and how that might link to futures. - Hear from aspirational people who have achieved their goals – particularly those who have overcome barriers to do so. - Recognise that things don't always go to plan and that failure is part of life at times – look at case studies that include this (people picking themselves back up again with support). - Explore our own dreams, not just job based.	<u>Theme- Daily routines and healthy choices</u> - What constitutes a healthy diet and learning about having a healthy relationship with food. - Learning about sleep, relaxation and screen time. - How to build physical activity into daily routines (e.g. Cycling to school). - Knowing about the risks of an inactive lifestyle such as obesity or poor mental health. - Starting to look at alcohol and tobacco in the context of healthy and unhealthy choices.	<u>Theme – Changing relationships</u> - Learning that friendships have their ups and downs. - Learning about unhealthy friendships including that they should not make others feel excluded. - Learning about loneliness in this context. - Learning about jealousy and when friendships change or end. - Talking about my feelings. - Learning about staying safe when out and about on own or with others. - Evaluating whether people online are genuine friends. Are people online always who they say they are?	<u>Theme- Changing bodies</u> - Continuing to build on prior learning. - Learning about body parts and starting to learn the basics of aging. - Learning that adult bodies look different to children's bodies. - Looking at body parts and names. - Exploring range of feelings and emotions. - Knowing the body signals which are normal when we feel fear, anger etc and when to seek support.
	Topic Vocabulary	- Community - Rights - Responsibilities - Democracy - Respect - Inclusion - Collaboration	- Online safety, - Privacy, - Digital footprint, - Algorithms, - Age restrictions, - Misinformation, - Cyberbullying	- Aspiration, - Resilience, - Goals, - Skills, - Career pathways, - Income, - Perseverance, - Setback	- Healthy lifestyle, - Nutrition, - Hydration, - Exercise, - Wellbeing, - Mental health, - Tobacco awareness, - Balance	- Friendship, - Trust, - Conflict, - Emotions, - Jealousy, - Loneliness, - Empathy, - Boundaries	- Puberty, - Body changes, - Private parts, - Consent, - Emotions, - Interoception, - Support, - Identity
	Knowledge and Skills	Knowledge (Relationships)	Knowledge (Relationships)	Knowledge (Relationships)	Knowledge I know that some things I eat or drink are unhealthy.	Knowledge (Relationships)	Skills (Relationships)

		I know my attitudes and actions make a difference to the class. I understand who is in my school community, the roles they play and how I fit in. I know that my school is made up with different people with different skills and attributes. I am starting to understand how democracy works through the school council/in this school. Skills I can respectfully disagree. Knowledge (LIWW) I know some things I can do to help the environment. Skills I can share my views about my community and beyond.	I know that personal information should not be shared online. I understand that, sometimes, we make assumptions based on what people look like or the way they act. I am learning about what autism means (and other neurodiversity as appropriate in context. I know about different types of bullying. I know where to go for help. Skills I can recognise unkind behaviours and seek support. I am learning to manage conflict	I know that things don't always go the way I want them to. I know that it is important to talk about my feelings. I know that people have dreams and ambitions Skills I can identify ways that help me when things go wrong. I can talk about my dreams and ambitions. Knowledge (LIWW) I know about money and when it is used. I know that different jobs have different salaries. Skills I can talk about jobs that I may like to do. I am starting to talk about my future.	I am beginning to learn about the dangers of tobacco. I know some simple first aid. I know what it means to feel relaxed. I know what it means to feel tired. I know that sleeping and relaxing helps me to stay well and healthy. Skills I can talk about some healthy choices	I understand that relationships may change over time and my friends may change. I know what jealousy means. I recognise that people are different and I may feel envious of others at times. I know what loneliness means. Skills I can I identify strategies to cope if I feel jealous. I can I identify strategies to cope if I feel lonely. Knowledge (H&W) I know the dangers of swimming in the sea, rivers or lakes. Skills I can take actions to keep myself safe in different places including roads, near water and railways. Knowledge (LIWW) I know that people may not always be truthful online and that not everything I see or watch is true.	I can seek support from safe adults and those who can help me if I become hurt or unwell Knowledge (H&W) I know a little about interoception and how my body reacts to uncomfortable feelings like anger, fear and frustration. I know a little about how male and female bodies change as we grow older. Skills I can name body parts and talk about my body including what happens on the inside. I can talk about who I am on the outside and the inside. (feelings, values, gender identity if appropriate)
	Assessment	- Ongoing formative assessment through discussion - Observation and pupil voice linked to community participation	- Scenario-based assessment - Role play and pupil responses demonstrating understanding of online safety principles	- Goal-setting reflections - Verbal reasoning tasks and evidence of resilience in problem-solving activities	- Health scenario discussions - Written reflections - Teacher observation of decision-making skills	- Reflective discussion - Peer interaction observation - Emotional literacy tasks	- Questioning - Labelled diagrams - Scenario responses and safeguarding knowledge checks

RSHE Curriculum Map							
Year Group Class	5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – Rights and responsibilities</u> - Learning about British values including democracy and freedom of speech. - Link to school council where possible. - Looking at community issues related to school, locally or further afield.	<u>Theme – Stereotypes</u> - Learning about stereotypes and how this can lead to unfair behaviour or discrimination (include online). - Learning about protected characteristics. - Learning about the impact of bullying and the responsibility of bystanders and how to seek help if needed. - Looking at vocabulary needed to seek help (and persevere). - Hearing stories of others and their experiences.	<u>Theme – Mixed emotions</u> - Revisiting emotions and feelings vocabulary already explored. Including worry, loneliness and frustration. - Exploring what it means to feel mixed emotions. - Re-enforcing that it is normal to feel a range of emotions and link to behaviour – is it appropriate or proportionate? - Exploring strategies, we use to cope when overwhelmed. When to seek help for our mental health.	<u>Theme- Keeping healthy</u> - Learning to critically evaluate content online as well as relationships and interactions. - Exploring age restrictions and why they exist. What are the risks to children? Link to gaming addiction and touch on fraud. - Knowing that some online content is harmful and how to seek help. - Revisiting keeping personal information safe. - Considering own online behaviour and the impact, including sharing content online. - Considering the balance between screen time and other activities.	<u>Theme – Health and hygiene</u> - Looking at the early signs of physical illness. - Exploring basic first aid, including head injuries. - Learning about drugs, alcohol, tobacco and vaping and the risks. - Looking at the misuse of medicines. (Consider contextual risks of cohort) - Looking in more detail at the importance of hygiene as students grow older including good oral hygiene.	<u>Theme – puberty</u> - Learning about changes that take place in puberty including physical and emotional changes and the menstrual cycle (detailed for female students). - Exploring own feelings over changes to bodies.
	Topic Vocabulary	- rights, responsibilities, democracy, fairness, participation, community	- stereotype, discrimination, inclusion, diversity, respect, equality	- emotions, mental health, resilience, coping, anxiety, wellbeing	- digital footprint, online safety, algorithms, risk, balance, privacy	- hygiene, infection, medicine, first aid, illness, safety	puberty, hormones, body changes, privacy, support, identity
	Knowledge and Skills	Knowledge (Relationships)	Knowledge (Relationships) I understand that, sometimes, we make	Knowledge (H&W) I know that I can sometimes feel a combination of feelings such as scared,	Knowledge (Relationships)	Knowledge I know about vaccinations/immunisations	Skills (Relationships) I can identify safe adults and talk to them about

		I understand my rights and responsibilities as a member of my school. I am beginning to understand my rights and responsibilities in the wider community. Knowledge (LIWW) I know that there are laws in this country that I have to follow. I am starting to understand what democracy is. I am starting to understand issues affecting my community and my country. (e.g. pollution, climate change)	assumptions based on what people look like and where they are from. I know what a stereotype means. I recognise that this can lead to unkind behaviours or bullying and that this is not ok. Skills I can talk about neurodiversity. Knowledge (LIWW) I know about some different cultures I know what racism means. Skills I show respect to people from cultures that are different to my own.	excited and confused at the same time. I know that it is normal to feel many different feelings when thinking about something new/the future. I understand the term mental health. Knowledge (LIWW) I understand that I will need money to help me achieve some of my dreams. I know ways to spend and save money. I know about a range of jobs carried out by people. I know there can be stereotypes attached to jobs and who can do them. Skills I can talk about things I am good at and the skills which I have. I can identify a career I am interested in and talk about what I need to do it.	I know that people I interact with online may not be truthful. I know that some games, media and platforms have age restrictions to protect me I know that algorithms can determine what I see online. Knowledge (H&W) I know things I can do to help me feel well, like sleep and exercise. (Balance of too much screen time if applicable). I know about healthy habits. Knowledge (LIWW) I know that things I post online can be shared and stored. I know how to keep my personal information safe. I know what gambling means. I know that gambling comes with risks and this can impact a person's wellbeing.	and how these can keep me healthy. I know a little about how misuse of medicines (and drugs) can be dangerous. I know about early signs of physical illness. I know about good oral hygiene. I know some basic first aid.	things that I am worried about. Knowledge (H&W) I know about menstruation. I know about the importance of good hygiene as I get older. I understand that puberty is a natural process that happens to everybody and that it will be OK for me. Skills I can talk about some of the changes that will happen to male and female bodies at puberty. I can express how I feel about the changes that will happen to me during puberty. I can ask questions about puberty and my body.
	Assessment	- Observation, pupil voice, and participation in democratic/class activities	- Scenario-based responses, empathy tasks, anti-bullying reflections	- Emotional literacy discussions and coping strategy demonstrations	- Online safety scenarios and reflective digital behaviour tasks	- Health scenario questioning and first aid role-play	- Labelled diagrams, discussion and safeguarding awareness checks

RSHE Curriculum Map							
Year Group Class	6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – Positive Relationships</u> - Learning about peer pressure and what this means in the context of friendships (inc. online). - Revisit blocking users online. - Revisit managing conflict and that friendships/relationships should not make you feel unhappy or excluded. - Look at the difference between being assertive and controlling. - Look at recognising when a friendship/relationship is harmful or dangerous. - Seeking support and making yourself heard. Explore third party scenarios.	<u>Theme – Identity</u> - Beginning to explore identity. - Looking at identities of a range of people. - Links to LGBTQ, culture, background and diversity. - Thinking about the many aspects that make up identity. - Understand prejudice and discrimination and the impact this can have on oneself. - Exploring self-esteem.	<u>Theme - Hopes and fears</u> - Looking at futures and revisiting dreams and ambitions. - Exploring topic through distanced scenarios of the journey from childhood to adulthood (in context of these students transitioning towards KS3). - Explore how dreams and ambitions may have already changed. - Look at feelings of hope and disappointment. - Explore what motivation means and how we can take steps to motivate ourselves.	<u>Theme - Risk</u> - Learning about dangers in the home and outside of it. - Recognising peer pressure in relation to drugs etc Learning from the stories of others. Could include anti-social behaviour and gangs if contextually appropriate. - Knowing that some relationships are harmful or dangerous and we should not feel pressured to make choices against our will or judgement.	<u>Theme - Mental health</u> - Revisiting emotions and looking at mental health and triggers. Exploring grief and loss. - Looking at the impact of lifestyle on health including mental health. - Include diet and nutrition and look at simple preparation of healthy meals. - Explore ways to improve mental health and look at how to seek support for oneself or others.	<u>Theme – Growing up</u> - Look at marriage and civil partnerships in the context of families. - Continue to explore own identity in terms of self-image, body image. - Look at the importance of physical health and mental health and how we feel about ourselves and our bodies change and grow older. - Explore body image in relation to what we see online and in the media. - Look at FGM
	Topic Vocabulary	- peer pressure, friendship, assertive, controlling, conflict, boundaries, support, harmful relationship	- identity, diversity, culture, LGBTQ, background, self-esteem, prejudice, discrimination, protected characteristics	- hopes, fears, ambition, transition, motivation, disappointment, future, resilience, goals	- risk, danger, pressure, drugs, safety, exploitation, gangs, emergency, harmful choices	- mental health, wellbeing, grief, loss, trigger, balanced diet, support, coping strategies, emotions	- marriage, civil partnership, family, body image, self-image, media, FGM, puberty, reproduction
	Knowledge and Skills	Knowledge (Relationships) I know that there are universal rights for all children.	Knowledge (Relationships) I understand there are different perceptions	Knowledge (H&W) I know what it means to feel hopeful.	Knowledge (Relationships)	Knowledge (H&W) I know what a balanced diet means.	Knowledge (Relationships) I know about marriage and civil partnerships.

		I know there are different types of relationships. I understand that my actions can affect other people. Knowledge (H&W) I understand the importance of looking after myself physically and emotionally. I know where to go for support for physical and mental health worries about myself or others. Knowledge (LIWW) I know about consent. I know that I can make my own choices. I know choices I make can impact the wider community or even the planet. (e.g. recycling) Skills I can make choices that help others. I can assert my choice.	about a person's "identity". I understand how feeling different could affect someone's life. I know what protected characteristics means. I know what prejudice means. Skills I can talk about disabilities. Knowledge (LIWW) I recognise that there are laws about unkind behaviour towards others because of their gender, background or disability. Skills I can talk about discrimination.	I know what it means to feel disappointed. I know that my feelings about different situations might change over time. Skills I can explain my strategies to manage strong feelings that keep myself and others safe. Knowledge (LIWW) I know that there are things I am good at. I understand what motivation means. I understand the skills people need to do different jobs. I know what skills I need for my own future. Skills I can tell you about my skills. I can tell you about the skills of others. I can complement others on their skills and achievements. I can explain what motivates me. I can talk about my skills and attributes and the choices I have for my future.	I know that I may feel pressured to do things I don't want to do. I can talk about who and where I might go to help me if I feel threatened or frightened. I know about unsafe relationships offline and online. Skills I can recognise healthy and unhealthy online behaviours. I know how to report online threats/harmful content. Knowledge (H&W) I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I know some ways to help when others are unwell. I know about risks in the home. (Electrical, fire, medicines) I know how to help in an emergency. Knowledge (LIWW) I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves. Skills I can make choices which help keep me safe.	I know some ways to improve mental health and support my wellbeing. I know anyone can have difficulties with their mental health and it is important to seek support. I know that it is healthy to talk about my feelings. I know crying is a normal action when a person is upset. I know about grief Knowledge (LIWW) I understand there are rights and responsibilities in an online community or social network. I know that what I share online leaves a digital footprint. I know there are rights and responsibilities when playing a game online. Skills I can explain online risks and how to manage them. I know how to report harmful content.	I know there are different types of healthy relationships between adults. I know that there are ways to seek support if any relationship is unhealthy. I know that other people's words and actions can impact how I feel about myself. I am aware of my own self-image. Knowledge (H&W) I understand the importance of looking after myself physically and emotionally. I know that body image can impact a person's mental health. I know where to go for support for physical and mental health worries about myself or others I know about reproduction (science). I know about FGM (if appropriate to teach this subject matter) Skills I can explain changes that happen to male and female bodies during puberty using the correct language. Knowledge (LIWW) I am aware that body image can be affected by what we see online.
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							I know that images we see online can be manipulated. Skills I can question what the validity of what I see online.
	Assessment	- Scenario-based responses; role-play showing assertive communication; pupil voice/discussion on recognising healthy and unhealthy friendships	- Identity reflection task; discussion around respectful language; scenario responses showing understanding of prejudice and discrimination	- Goal-setting/reflection activity; pupil discussion about hopes, fears and motivation; teacher observation of coping strategies	- Risk scenario sorting; safety planning task; questioning to check understanding of where and how to seek help	- Emotional literacy discussion; wellbeing strategy reflection; pupil voice on how to seek support for themselves or others	- Questioning and discussion; labelled puberty/reproduction knowledge checks where appropriate; scenario-based safeguarding and support responses

RSHE Curriculum Map							
Year Group Class	7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – Self-esteem</u> - Getting to know others in my class, build relationships and think about own needs and worries. - Learning about self-esteem and what it means. - Having a positive relationship with myself. - Recognising what loneliness is and how to manage. Linking this to time online (especially to combat loneliness) and awareness of how online behaviours can present risks.	<u>Theme – Respect</u> - Learning about what constitutes consent and why consent should always be respected, including personal space and boundaries. - Considering what makes a respectful relationship and why this is important – including online relationships and thinking about what we share online. - Recognising peer influence in relation to risk taking online and offline. - To recognise peer pressure and learn ways to be assertive and advocate for oneself. - Revisit relationships with family in context of respectful relationships	<u>Theme - Diversity</u> - Learning about identity and reflecting on own identity and the various components that contribute to our identity. - Accepting it is ok to be different and to be proud of our identity. - Content around neurodiversity – link to cohort being taught. - Stereotypes and what they mean. - British values around equity, equality and both the local community and country. - To respect differences of others and be tolerant of others' beliefs. - Touch on Misogyny if appropriate for class.	<u>Theme – Puberty</u> - Exploring puberty and what it means for different genders building on prior learning from primary phase. - Consider brain development and changes over time as well as implications for physical and emotional health. - Looking at hygiene and general care of our bodies including teeth. - Looking at the balance of time online and offline, linking to physical and mental health and how online content can impact wellbeing.	<u>Theme – Alcohol and tobacco</u> - Understanding the risks associated with drugs, including vaping. Physical and psychological risks associated with excessive alcohol consumption. - Looking at the effect alcohol has on wider society. - Understanding why some people may want to smoke, vape etc - Understanding that all people feel a range of emotions, but do not always respond in the same way to similar situations.	<u>Theme – Independence</u> - Understanding the meaning of the word career. - Awareness of what considerations are involved in making realistic choices about the future and safe choices as one becomes more independent. - Look here at relationships in the home and who we trust to help us – revisiting content from KS1/KS2 - Looking at money and basic skills around managing it.
	Topic Vocabulary	- self-esteem, loneliness, wellbeing, online risk, identity, coping strategies, belonging	- respect, consent, boundaries, personal space, peer pressure, assertive, online sharing	- identity, diversity, neurodiversity, stereotype, equality, equity, tolerance, misogyny	- puberty, hygiene, brain development, hormones, emotional health, menstrual cycle, screen time	- alcohol, tobacco, vaping, drugs, risk, emotions, overwhelm, coping strategies	independence, career, future choices, money, budgeting, trust, safety, risk assessment
	Knowledge and Skills	Knowledge (Rsps) I know many of the risks associated with being online.	Knowledge (Rsps) I know what consent is	Knowledge (Rsps) I know what identity means	Knowledge I know changes that happen to a girls' and	Knowledge	Knowledge I am aware of some of the choices for my future

		I know the risks of gaming. I know what winning and losing means in relation to gambling I know some basic information about AI Skills I can take steps to reduce online risks. I can seek help with worries about online content, communication or gaming. I can report online concerns. Knowledge (H&W) I know what self-esteem means. Skills I can use strategies to boost my self-esteem I have some strategies to use cope when I feel unhappy or upset. Knowledge (LIWW) I know the aims of my PSHE sessions I know everyone has different skills and abilities. I know what I have in common with others in my class. I know the skills I need to be successful in school and beyond Skills I can talk positively about myself.	I understand personal space I know what friendship is I know what an "online relationship" means I understand what peer pressure means and the impact it could have Skills I can respect the personal space of others I can respond to others with respect I can recognise unhealthy behaviour in a friendship I can seek help if I am worried about an unhealthy relationship Knowledge (LIWW) I know that I should be careful about sharing personal information, including images of myself online	I know there are different aspects that make up identity I know what a stereotype is Skills I can talk about my identity I can respond to and talk about others with kindness Knowledge (LIWW) I know what discrimination means I know that my language choices are important Skills I can use respectful language when talking about others	boys' bodies during puberty I know it is important to look after my body I know the importance of keeping clean Skills I can look after my teeth I can look after my personal hygiene	I know what alcohol is and what the associated risks are I know about smoking, vaping and the associated risks I know there are a range of emotions I know that emotions can sometimes feel overwhelming Skills I can use strategies to cope with overwhelm (strong feelings) I can be kind when others are overwhelmed	I know about money and how it can be used positively and negatively. I know rules for keeping safe out and about including around water. Skills I can talk about my future I can talk about being safe out and about including around water. I can assess risk out and about in the community.
	Assessment	- Baseline self-esteem reflection; pupil voice discussion; teacher observation of coping	- Scenario-based consent and boundaries responses; role-play showing assertive	- Identity map or reflection task; respectful language check; scenario responses on	- Puberty knowledge check; hygiene planning task; discussion around	- Risk sorting task; alcohol/vaping scenario discussion; emotional regulation strategy reflection	- Future pathways reflection; basic budgeting activity; community safety scenario responses

		and help-seeking strategies	communication; respectful relationship discussion	stereotypes and diversity	balancing online and offline wellbeing		
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RSHE Curriculum Map							
Year Group Class	8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – Healthy minds</u> - Build on learning about identity and self-esteem. - Know that feeling down when things don't go to plan is normal and a range of feelings is part of life. - Recognise strategies for aiding wellbeing. - Defining the term mental health and knowing when to seek help. - Exploring what happiness might mean to different people. - Exploring how our feelings can impact what we do and say - Understand how to manage anger and stress. Revisit the importance of screen free time. - Light touch on how the media and social media can impact how we feel about ourselves and how content /adverts are targeted which may reinforce this.	<u>Theme – Healthy Bodies</u> - Understand what body image is and how it links to our feelings and our identity. - The impact of comparing ourselves to images we see in the media or online. - Revisiting body terminology and anatomical names. - Explore components of a healthy diet. - Look at risks of obesity and links between poor diet and poor health. - Thinking about how to replace unhealthy snacks and foods with healthier alternatives - Self-care for minor ailments and the role of GPs and doctors. - How germs are spread and treatments – link to antibiotics and what they are for (link to science if possible) - Taking responsibility for own health. - Understanding what happens during the menstrual cycle and	<u>Theme – Risky behaviours</u> - Exploring the different forms of bullying. The impact they can have and where to seek support or advice. - Managing oneself appropriately online and seeking support for harmful behaviours or if affected by content seen or shared. - Learn about exploitation and from stories of those affected. - Explore risks online including grooming. - Link to offline risks and the reasons why young people might want to join a gang. - Understand that there are risks and consequences to illegal behaviour on and offline such as knife possession or supply or the purchase or supply of drugs. - Know what the laws are. - County lines could be taught here if contextually appropriate. - Sources of help and advice for content	<u>Theme - Equality</u> - What equality means and why it is important. Inc. Equality Act 2010 - Exploring and celebrating a variety of LGBT+ Role Models in British society and understand key related terms. - Help students recognise there are different types of committed relationships. - Looking at equality in other forms including gender and disability. - Hearing the stories and perspectives of others with lived experiences. - Know what misogyny means and have open discussions about language and what is and is not appropriate. - Racism and discrimination should also be touched on again here and explored in	<u>Theme- Intimacy</u> - Understanding how physical touch may be different in a sexual relationship. - What rights in relationships look like. - Compare and contrast the characteristics of healthy and unhealthy relationships. - Look at respect in a healthy relationship looks like. - Look at a range of contraceptive methods* (more detail in yr 9). - Look at age of consent and the law. Note that sex when over the age of consent and a person is ready should be positive and enjoyable. - Explore sexual orientation and associated language and discuss prejudice and attitudes. - Look at distanced scenarios to explore the theme.	<u>Theme -Safer decisions and seeking help</u> - Look at how to develop key social and emotional skills to increase safety from violence or harm - this should include the opportunity to make decisions using scenarios that involve substance abuse, knife crime and conflict. - Look at stories and narratives around why young people may take risks. - Explore warning signs that someone might need help. - Know who to talk to and where to access support and help for any form of abuse (child, domestic, substance etc) - Look at the impact of alcohol on health linking to diet and unhealthy weight gain.

			about some common gynaecological issues		more detail if a contextual issue. - Recognise that stereotypes can cause damage – students should recognise prejudice inc. misogyny		
	Topic Vocabulary	- mental health, happiness, stress, anger, wellbeing, media influence, self-image, screen-free time	- body image, healthy diet, obesity, GP, antibiotics, germs, menstrual cycle, self-care	- bullying, exploitation, grooming, gangs, county lines, illegal behaviour, knife crime, support	- equality, Equality Act, LGBT+, misogyny, racism, disability, prejudice, discrimination	- intimacy, healthy relationship, contraception, age of consent, sexual orientation, respect, rights	safety, decision-making, substance misuse, knife crime, conflict, abuse, warning signs, help-seeking
	Knowledge and Skills	Knowledge (H&W) To understand that being angry can influence actions (revisit) I know what being “stressed” means Skills I can recognise my triggers for feeling angry I have some strategies to help me calm down when I feel angry (revisit) I have some strategies to help me manage stress Skills (LIWW) I can talk about myself, what I am good at and what is important to me.	Knowledge I know why exercise is important for me I know that it is important to look after my mental health I know where to go for help with my mental health I know what body image means (revisit) I know what a balanced diet consists of I understand the menstrual cycle I am aware of feminine hygiene products I know about the role of the GP I know what antibiotics are for	Knowledge (Rsps) I know about different forms of bullying (including online) Skills I can seek support for myself or someone else about bullying Knowledge (LIWW) I know what “exploitation” means I know that some people online may seek to exploit me (link to grooming) Skills I can seek help when I am concerned about an online relationship or content online	Knowledge (Rsps) I know what the acronym LGBT means I know about some LGBT role models I know what the term misogyny means Skills I can communicate respectfully about LGBT issues I speak respectfully to others and can notice prejudiced or misogynistic language Knowledge (LIWW) I know what equality means I know what disability means	Knowledge (Rsps) I know what healthy and unhealthy behaviour may look like in romantic relationship To know what a sexual relationship is Knowledge (H&W) I know what love means in different forms To know what “sexual orientation” means I know what “contraception” means I know some different types of contraception	Knowledge I know what addiction means I know people I can go to for help if I am worried about mine or another’s safety I know what is meant by risk Skills I can communicate when I am feeling unwell or am struggling with my wellbeing I can recognise when something is dangerous
	Assessment	- Wellbeing reflection; stress/anger strategy task; discussion on media influence and positive self-image	- Healthy lifestyle quiz; body image discussion; self-care and healthcare scenario responses	- Bullying/exploitation scenario sorting; online safety responses; pupil explanation of support routes	- Equality vocabulary check; respectful language discussion; scenario responses identifying prejudice or discrimination	- Healthy/unhealthy relationship scenarios; contraception knowledge check; respectful discussion of orientation and intimacy	- Decision-making scenarios; support network mapping; pupil explanation of safer choices and warning signs

RSHE Curriculum Map							
Year Group Class	9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – Drugs</u> - Build on previous content looking at different types of drugs. - Explore the link between gangs, users and illegal drugs. - Look more widely at drug trade and link to current affairs and policies if students can manage this. - Medical drug misuse. - Revisit self-esteem, mental health and the impact of media including social media content on self-image, body image and identity. - Explore why people do not necessarily respond in the same way to similar situations and that different people may express their feelings in many ways. - <u>If appropriate</u> can look at serious risks of viewing material online that promotes self-harm etc to deal with low self-esteem	<u>Theme – Extreme views</u> - Explore why people may choose to commit an act of terrorism and look at forms of extremism. - Revisit tolerance and treating others with kindness and respect, including the way we conduct ourselves online. - Looking at how to determine whether sources of information are trustworthy and to critically evaluate content for bias/opinion - Light touch on online scams and fake websites linked to criminal behaviour. - The physical and emotional damage done by FGM and virginity testing and the laws related to this.	<u>Theme – Consent or control?</u> - Look at how inequalities can affect the balance of power in relationships including sexual relationships. - Laws relating to domestic abuse inc. coercive behaviour and emotional abuse. - Assertive vs controlling. - Looking at third party stories related to this and sexual harms including harassment and inappropriate language. - That sexual violence is never acceptable and never fault of victim. - Recognise when a relationship is unsafe. - Revisit & expand on consent in different scenarios. - Emphasise consent cannot be assumed and can be withdrawn. - Look at the creation of sexual imagery. Teach laws for sexual images, forwarding images of YP under 18	<u>Theme – Learning for life</u> - Learning lifesaving skills, including CPR and what defibrillators are for and where they are located (inc. locally) - Learning about difficult subjects - conflict, divorce, managing grief and looking at prevention to support own health. - Introduction to the topic of ending relationships and feelings when a relationship ends – looking at conflict and kindness. Include friendships. - <i>Some of these subjects may be triggering for some students. Teachers need to be aware of the profile of students in the class.</i>	<u>Theme – Sex and STIs</u> - Exploring sex and that choices made can impact positively and negatively on wellbeing. - Learn about the prevalence of STIs and the importance of condom use – male and female (expand on content from year 8). - Look at HIV and AIDS. - Explore a range of contraception (use tangible resources). - Know where to access free condoms (e.g. C-card) and how to use them. - Know where to go to seek advice on both contraception and sexual health. - Revisit consent. - Could look at Gillick competence here in relation to seeking support for contraception etc	<u>Theme – Resilience</u> - Explore strategies to build resilience. Looking at when things go wrong and how to cope and move forward. - Consider barriers in own life and how to overcome these. - Look at third party scenarios – where people have lived experience of overcoming barriers in a range of contexts. - Look at key concepts of assertiveness and motivation. - Looking at how social media can give unrealistic expectations of life (link to earlier work on this area regarding body image). - Explore the link between social media and stress/poor mental health.

				even if image is of oneself. - Learn about sextortion. - Signpost help services.			
	Topic Vocabulary	- drugs, misuse, media influence, self-image, body image, identity, mental health, self-esteem	- extremism, terrorism, tolerance, bias, misinformation, trustworthy sources, FGM, virginity testing	- consent, coercive control, domestic abuse, harassment, sexual imagery, sextortion, assertive, unsafe relationship	- CPR, defibrillator, first aid, conflict, divorce, grief, ending relationships, prevention	- sex, STIs, contraception, condom, HIV, AIDS, sexual health, consent, Gillick competence	resilience, barriers, coping strategies, assertiveness, motivation, unrealistic expectations, stress, mental health
	Knowledge and Skills	Skills I have some strategies to help when I have low self-esteem Knowledge I know about some of the different types of drugs and their impact I know some drugs help me when I feel unwell but they must be prescribed by a medical professional	Knowledge I know that some people can hold extreme views and this can be dangerous I know where to find reliable information and where to seek support if I am concerned about extremism	Knowledge I understand the characteristics of a healthy intimate relationship I know what consent means in terms of sexual behaviours I know the characteristics of an abusive relationship I know that AI can be used to manipulate images and media	Knowledge I know some ways to look after my own health I know some first aid for different situations I know what to do in an emergency, including where to go for help	Knowledge I know the things to consider before having a sexual relationship I know the laws related to sexual activity I know about STIs I know where someone can go for help for their sexual health	Knowledge I know the basics of managing my finances (my budget, affordability, lending, saving see WIL15) I know some steps I can take to be successful on my chosen path (relate to pupil own goals)
	Assessment	- Drug risk scenario responses; media influence reflection; pupil explanation of self-esteem support strategies	- Source reliability task; respectful debate/discussion; scenario responses on extremism, bias and seeking help	- Consent and coercive control scenarios; pupil explanation of reporting routes; discussion of healthy and unsafe relationships	- First aid/CPR knowledge check; grief and conflict reflection; teacher observation during emergency response practice	- STI and contraception knowledge check; sexual health support mapping; consent scenario responses	- Resilience action plan; barrier and coping strategy reflection; discussion of motivation and realistic expectations

RSHE Curriculum Map							
Year Group Class	10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – The World of Work</u> - Explore the changing world of work and the pathways available to them beyond secondary education. - They will develop an understanding of different career sectors, employment trends, labour-market information, and the skills and attributes valued by employers. - Pupils will learn how to reflect on their strengths, interests, and aspirations, and how these can inform future choices. - They will also gain practical knowledge of recruitment processes, including CV writing, applications, interviews, and workplace expectations.	<u>Theme – Sex online and offline</u> - Exploring healthy sexual relationships, building on prior learning of healthy sexual behaviours & consent. - Touch on different relationship scenarios including LGBTQ+. - Making decisions related to sex and sexual behaviours. - Laws related to sharing online and impacts. - Learning some sexual behaviours can be harmful & recognising when a relationship is harmful. - How to report concerns about abuse or harmful online content and the vocabulary needed to do so. - Explore how pornography can influence others and normalise unhealthy/ harmful sexual behaviours. - Opportunities to discuss subcultures such as incels and	<u>Theme – Mutual respect</u> - Exploring the damaging consequences of fake news and understanding why critical thinking is important. - The difference between free speech and hate speech. - Defining British values and our sense of identity. - Understanding how multiculturalism and diversity play a big part in teaching us respect. - Looking at practices which are not acceptable and illegal in the UK – marrying under 18 and forced marriage. - Defining the terms honour and dishonour - Exploring honour-based violence and the different forms it can take and promoting the equality of women in our society.	<u>Theme – Advertising, algorithms and misinformation</u> - Looking at how advertising and information is targeted to different audiences and demographics. - How information is generated, collected and shared online. - The risk of viewing harmful content online and how this can happen by accident – revisiting how to report this. - Revisit what was taught earlier this year about pornography and content presenting a distorted picture or narrow viewpoint. - Look at rights, responsibilities. - Work on identifying when technology and social media is used for coercive, abusive or illegal behaviours and revisit seeking support. - Exploring deepfakes and how to identify them as well as the laws, impact and consequences of creating and sharing.	<u>Theme - Influence</u> - Risks relating to online gambling content and the accumulation of debt. - Understand the age-appropriateness of games/sites and why age ratings are needed. - Build on prior learning about how social media can create an unrealistic picture and expand into how we can fall into the trap of needed validation online. - Look at external pressures in relation to young people online and offline – looking at knives, pressure to join gangs, pressure to modify body or reach unhealthy goals with appearance – to look or act a certain way. - Touch on social media conflicts and where to go for help and advice.	<u>Theme – Mental health and mental illness</u> - Revisit self-esteem and the link between screen time and wellbeing. - Revisit the difference between normal feelings of being down and anxiety and depression as mental illnesses. - Link to bi-directional relationship with alcohol and drugs. - Lessons on self-harm and suicide maybe appropriate here in conjunction with DSLs.

			- impact of influencers. - Concept of Gillick competence.				
	Topic Vocabulary	careers, employability, labour market, pathways, CV, application, interview, aspirations, strengths	sexual relationship, consent, pornography, harmful content, abuse, reporting, Gillick competence, influencers	mutual respect, fake news, free speech, hate speech, British values, forced marriage, honour-based violence	advertising, algorithms, misinformation, deepfake, data, online rights, coercion, harmful content	influence, gambling, debt, age ratings, validation, gangs, knife crime, body pressure, social media conflict	mental health, mental illness, anxiety, depression, self-esteem, screen time, alcohol, drugs, self-harm, support
	Knowledge and Skills	Knowledge (LIWW) I know the main post-16 pathways and what each involves. I know key career sectors and typical entry requirements. I understand basic labour-market information and employment trends. I know core employability skills valued by employers. I understand the purpose and structure of a CV, personal statement, and application form. I know the main stages of recruitment and interview processes. I understand how personal strengths and interests link to career choices.	Knowledge I know the law around sharing of sexual images to pornography I know that pornography is not a representation of real life I know that influencers may present a biased narrative or ideology	Knowledge (Rsps) I know about honour-based violence. I know the characteristics of an abusive relationship (repeat from y9 in different context) Knowledge (LIWW) I know some methods to spot fake news I understand what is meant by British values Skills I can talk about British values	Knowledge I know that data from my online activity is stored. I know that algorithms control information that is sent to me I understand age ratings for media Skills I can keep my personal data safe Knowledge (LIWW) I know what the term deepfake means I can analyse content for authenticity Skills (LIWW) I can recognise AI and sources of misinformation	Knowledge (Rsps) I know the risks on online gambling I know the impact carrying a knife can have on myself and others. I know what a social media influencer does and how online influences can impact my view and that of others. Skills I can recognise pressure from others (including online)	Knowledge (H&W) I know some different types of mental illness Skills I can identify factors that may impact a person's mental wellbeing Knowledge (LIWW) I know the impact social media can have on self-esteem
	Assessment	Career pathway research; CV/application draft; mock interview or employability skills reflection	Scenario responses on consent and online sexual content; reporting route mapping; discussion of pornography and harmful influence	Fake news/source evaluation; respectful discussion task; scenario responses on hate speech and forced marriage	Misinformation/deepfake identification task; online rights and responsibilities discussion; harmful content reporting scenarios	Influence and pressure scenario sorting; gambling risk discussion; pupil explanation of safer choices and support routes	Mental health myth-busting task; support network mapping; reflective discussion on self-esteem, screen time and wellbeing

RSHE Curriculum Map							
Year Group Class	11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Theme – My life online</u> - Revisit rights, responsibilities and conduct online. - Look at how we share and the implication of sharing information and images online. - Look at live streaming and risks/ consequences. - Define terms digital footprints and online reputation and understand how to complete an online audit of oneself. - Look at how social media can lead to escalations in conflict and at times - bullying. - Revisit influencers explore the impact they have on society - Coping strategies for social media wellness and improving self-esteem. - Revisit peer pressure. - Signpost support for all.	<u>Theme- Long term relationships</u> - Exploring what a healthy, stable relationship looks like and how these might contribute to wellbeing and their importance for bringing up children. - Marriage and civil partnerships and the common law partnership myth. - The role of parents and the importance of a child's early years. - Fertility and pregnancy health. Miscarriage can be touched on here (more depth if contextually suitable). - Revisit contraception and look at pregnancy and choices – abortion/adoption etc - Ending relationships - kindness and managing feelings for when relationships are over (include friendships)	<u>Theme – Under pressure</u> - Explore circumstances when peer pressure becomes peer abuse. - Look at scenarios and lived experiences if possible. - Looking at sexuality, identity in the context of gender. - Sharing third party stories about young people who are gender questioning to open safe space discussions, looking at pressure to conform and fit in. Include how stereotypes around sexual orientation and gender reassignment can cause damage and normalise non-consensual behaviours. - Work on human rights could be included here. - Exploring alcohol abuse, drink spiking and the associated risks. - Consider who impacts our decisions about our own health and the choices we make.	<u>Theme – Health and prevention</u> - Recognising the early signs of serious illness including unexplained changes to the body. - Information and facts about the prevalence and characteristics of serious health conditions. - Revisit medicines and antibiotics. - How to take care of own health including self-examination and importance of screening. - Revisit facts about vaccinations and immunisations. - Revisit healthy choices and the serious harms of tobacco/alcohol. - Looking after personal safety when out and about and in public spaces.	<u>Theme – Careers and the World of Work</u> - Deepen their understanding of future pathways and the transition to post-16 education, training, or employment. - Examine how qualifications link to long-term career progression. - Pupils will learn how to use detailed labour-market information to compare opportunities, understand basic employment rights and responsibilities, and recognise the importance of professional behaviour and independence. - Develop practical skills for applications, interviews, and personal statements, and build a portfolio that evidences their strengths, achievements, and readiness for their next steps.	

				- Consider how the use of alcohol and drugs might lead people to take risks in sexual behaviour. - Exams and stress focus to help prepare and support.		
	Topic Vocabulary	- digital footprint, online reputation, livestreaming, AI, influencers, peer pressure, cyberbullying, online audit	- long-term relationship, marriage, civil partnership, fertility, pregnancy, parenting, contraception, abortion, adoption	- peer pressure, peer abuse, gender identity, sexuality, human rights, drink spiking, alcohol abuse, exam stress	- serious illness, prevention, self-examination, screening, vaccination, antibiotics, personal safety, public spaces	post-16 pathways, apprenticeships, college, employment rights, qualifications, personal statement, interview, portfolio, professional behaviour
	Knowledge and Skills	Knowledge I know some of the positives and risks associated with AI I know what online reputation means and how this could impact myself and others	Knowledge I know what marriage and civil partnership means I know some information about pregnancy I know about reproductive health I know what "fertility" means	Knowledge (Rsps) I understand the diversity in sexual attraction Skills I can be respectful of differences in others' identities and expression I can talk about equality and the equality act I know what "human rights" means Knowledge (H&W) I understand what stress is (link to exams where relevant or transition) Skills I have some strategies to reduce stress	Knowledge I know the signs and symptoms of some common cancers and where to seek help Skills I can conduct a self-examination	Knowledge (LIWW) Know the full range of post-16 and post-18 pathways, including higher apprenticeships, university routes, and employment options. Understand how qualifications (GCSEs, Level 2/3, T-levels, apprenticeships) link to long-term career progression. Know how to analyse detailed labour-market information, including salary ranges, growth industries, and local vs national opportunities. Understand workplace rights and responsibilities, including contracts, pay, and basic employment law. Know what makes a strong personal statement, reference request, and interview portfolio. Understand how professional networks, work experience, and voluntary roles support career development.
	Assessment	- Online audit task; digital footprint reflection; scenario responses on livestreaming, conflict and online reputation	- Relationship scenario analysis; contraception and pregnancy choices knowledge check; discussion of parenting and long-term commitment	- Pressure scenario responses; stress-management plan; respectful discussion on identity, sexuality and human rights	- Health prevention knowledge check; self-examination/screening discussion; personal safety scenario responses	- Post-16 pathway comparison; personal statement/interview preparation task; career portfolio and next-step reflection

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 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 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.
5. 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.
6. 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

7. 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.
8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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.
12. How information is generated, collected, shared and used online.
13. 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).
14. 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.
15. 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