



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

***LSA High School is committed to safeguarding and promoting the welfare of young people and
expects all staff and volunteers to share this commitment***

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Date of Next Review	September 2027
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1. Overview and Introduction

This policy sets out Lytham St Annes High School's approach to delivering high-quality Relationships, Sex and Health Education (RSHE) through our Personal, Social, Health and Economic (PSHE) curriculum. It reflects the Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025)**, implemented from September 2026, which requires schools to provide a planned, progressive and evidence-informed curriculum that equips students with the knowledge, understanding and skills to lead healthy, safe and fulfilling lives.

Relationships and Sex Education (RSE) and Health Education are compulsory subjects for all secondary-aged students under the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

At Lytham St Annes High School, our RSHE and PSHE curriculum supports our commitment to developing confident, respectful and responsible young people who are prepared for life in modern Britain. Through a carefully sequenced and inclusive curriculum, students develop the knowledge, skills and values needed to build healthy relationships, make informed decisions, safeguard their physical and mental wellbeing, recognise and respond to risk, and contribute positively to society.

RSHE is delivered through a whole-school approach and is closely aligned with our safeguarding, behaviour, equality, inclusion and online safety policies. Teaching is age-appropriate, evidence-informed, medically accurate where appropriate, and delivered in a safe and supportive environment that encourages respectful discussion, critical thinking and positive attitudes towards diversity and inclusion. In line with the statutory guidance, the curriculum addresses contemporary issues including online safety, artificial intelligence, consent, healthy relationships, misogyny, harmful stereotypes, exploitation, pornography, coercive behaviour and mental wellbeing, ensuring students are prepared before they may encounter these issues.

We recognise parents and carers as children's first educators and value the partnership between home and school. We are committed to being open and transparent about our curriculum, consulting with parents when reviewing this policy, and making curriculum information, teaching materials and guidance on the parental right to request withdrawal from designated elements of sex education readily available.

The curriculum is informed by safeguarding data, student voice, local contextual risks and regular review to ensure it remains relevant to the needs of our students.

Our RSHE curriculum promotes the fundamental **British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**. By fostering positive relationships, celebrating diversity and encouraging informed, responsible decision-making, we aim to prepare every student to flourish academically, socially and emotionally while promoting equality, safeguarding and wellbeing.

2. Subject Content

Relationships, Sex and Health Education (RSHE) is delivered through our Personal, Social, Health and Economic (PSHE) curriculum. In line with the **Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)**, our curriculum is carefully planned and sequenced from Year 7 to Year 11 to ensure students develop the knowledge, understanding and skills they need before they encounter situations in their own lives.

PSHE education is:

"The school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society." (PSHE Association, 2024)

Students are taught the facts and law relating to biological sex, gender reassignment and protected characteristics in an age-appropriate and balanced manner, in accordance with the Equality Act 2010 and statutory guidance.

Where appropriate, students are taught the relevant law relating to relationships, consent, sexual offences, online behaviour, exploitation, protected characteristics, medical consent, gambling, knife crime and criminal responsibility.

A full curriculum overview is provided in **Appendix 2**.

Relationships Education (Statutory)

Relationships Education equips students with the knowledge and skills to build healthy, respectful and safe relationships throughout their lives. In accordance with statutory guidance, students learn about:

- families and committed relationships
- friendships and peer influence
- healthy, unhealthy and respectful relationships
- consent and personal boundaries
- equality, diversity and protected characteristics
- bullying, discrimination and prejudice
- online relationships and digital communication
- online safety, grooming and exploitation
- sexual harassment, abuse and coercive behaviour
- recognising risk and seeking support.

Year Group	Main Curriculum Content
Year 7	Friendships, empathy, bullying, family relationships, consent, healthy relationships and online safety.
Year 8	Identity, equality, discrimination, healthy relationships, online relationships and exploitation.
Year 9	Intimate relationships, consent, relationship endings, misogyny, sharing nudes, deepfakes and online harms.
Year 10	Healthy and unhealthy relationships, coercion, pornography, forced marriage, sexual ethics and seeking help.
Year 11	Healthy intimate relationships, respectful online communication, AI, deepfakes and digital citizenship.

Health Education (Statutory)

Health Education supports students to develop the knowledge and skills needed to maintain positive physical, emotional and mental wellbeing. Statutory content includes:

- mental wellbeing and emotional resilience
- healthy lifestyles, nutrition, sleep and physical activity
- puberty, menstrual health and personal hygiene
- drugs, alcohol, tobacco and nicotine
- safety, risk management and first aid
- financial wellbeing and careers
- disease prevention and healthy choices.

Year Group	Main Curriculum Content
Year 7	Transition, emotional wellbeing, puberty, menstrual health, hygiene, FGM awareness, financial capability and citizenship.
Year 8	Healthy lifestyles, sleep, first aid, drugs, alcohol, nicotine, personal safety and financial risks online.

Year Group	Main Curriculum Content
Year 9	Mental health, coping strategies, vaping, alcohol, cannabis, cybercrime, organised crime and preventing extremism.
Year 10	Fertility, pregnancy, gynaecological health, exam wellbeing, apprenticeships and work experience.
Year 11	Careers, post-16 pathways, mental wellbeing, personal safety, cosmetic procedures, organ donation, AI and financial education.

Sex Education

Alongside the statutory Relationships and Health Education curriculum and the National Curriculum for Science, Lytham St Annes High School provides age-appropriate Sex Education to prepare students for adult life and healthy intimate relationships.

This includes learning about:

- human reproduction
- fertility and routes to parenthood
- pregnancy choices and outcomes
- sexual intimacy and healthy sexual relationships
- contraception
- sexually transmitted infections (STIs)
- HIV awareness and prevention
- sexual health services
- responsible sexual decision-making.

Year Group	Main Curriculum Content
Year 9	Consent, contraception, sexual health and healthy intimate relationships.
Year 10	Fertility, pregnancy choices, pornography, harmful sexual behaviours, virginity testing and hymenoplasty.

Year Group	Main Curriculum Content
Year 11	Contraception, sexual health and accessing support services.

3. How and when will it be taught

Teaching is progressive, age-appropriate and carefully sequenced to build upon prior learning. Class teachers teach RSHE who are trained staff with relevant and up to date CPD, cover supervisors (a familiar adult to the children) often cover personal development lessons when teachers are absent and these are staff who are familiar with the content delivered and are also trained to teach RSHE confidently.

The curriculum content may be supplemented and enhanced using external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. All external providers work under the supervision of an appropriately trained member of school staff and supplement, rather than replace, the planned PSHE curriculum. They have been chosen to benefit the learning of the children and that they suit the needs of the children within school. External providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the students. To enhance the curriculum, personal development days are planned throughout the year as well as themed assemblies.

Here is a list of the providers: Fylde Coast Women's Aid, Lancashire Police, Blackpool and Lancashire Sexual Health, Amy Winehouse Foundation, Talk About Trust, Every Action has a consequence, The Message Trust, Smoke Free Lancashire, Cyber Choices, Parker Words, With You and Lancashire Health Visiting and school Nursing.

At times there may be times when themed weeks or specific events mean that a visitor not listed here would further compliment the curriculum and therefore this is not an exhaustive list. At times when a visitor is invited in addition to the list above for PSHE, parents will be made aware and the content of the session will be checked ahead of the delivery just as it has been for the visitors listed above.

In KS3 (Year 7-9) RSHE and Citizenship is taught fortnightly during a timetabled lesson called Personal Development (PD).

In KS4 (Year 10 and 11) Personal Development (PD) is taught weekly during a timetabled lesson. This includes core RS, citizenship, RSHE and study, work, careers and finance.

4. Who is Responsible

Roles and Responsibilities

The Personal Development SLT Lead provides strategic oversight of PSHE, ensuring it aligns with the school's vision, statutory requirements, safeguarding priorities, and personal development agenda. They

support and line manage the PSHE Lead, monitor the quality and impact of provision, promote staff development, and report to senior leaders and governors.

The PSHE Lead is responsible for developing, implementing and reviewing the PSHE curriculum, ensuring statutory compliance and high-quality teaching. They monitor curriculum delivery, support staff, coordinate resources and enrichment opportunities, evaluate impact, liaise with relevant agencies, and promote a whole-school approach to personal development, wellbeing and safeguarding. The PSHE Lead works collaboratively with curriculum leaders in Science, Computing, PE, Citizenship and Religious Studies to ensure coherent curriculum planning and avoid unnecessary duplication

The Governing Board monitors the effectiveness of PSHE, ensures statutory requirements are met, supports and challenges school leaders, and reviews the impact of PSHE on students' personal development, wellbeing and safeguarding.

The Headteacher ensures statutory compliance, allocates appropriate curriculum time and resources, supports staff training, promotes a whole-school approach to personal development, monitors the quality of provision, and ensures PSHE contributes effectively to safeguarding and school improvement priorities.

Teachers delivering PSHE plan and deliver high-quality, inclusive lessons, establish a safe learning environment, respond appropriately to safeguarding concerns, meet the needs of all learners, assess learning where appropriate, and model positive values and relationships.

All Staff contribute to students' personal development by promoting the school's values, reinforcing PSHE themes across the curriculum, modelling respectful behaviour, maintaining safe and inclusive environments, identifying safeguarding concerns, and supporting students' wellbeing.

Pastoral and Safeguarding Leaders work alongside the PSHE Lead to ensure the curriculum reflects students' safeguarding and wellbeing needs, advise on current risks, support staff with sensitive issues, coordinate interventions, and contribute to staff training and policy development.

External Visitors support PSHE only through pre-approved sessions, following the school's safeguarding procedures and working alongside school staff where appropriate.

5. Distinction between Relationships Education and Sex Education

The Department for Education makes a clear distinction between Relationships Education and Sex Education. Relationships Education teaches students about healthy relationships, consent, respect, safeguarding, online safety and recognising abuse without teaching the explicit details of sexual activity. Whilst some safeguarding topics may include discussion of sexual abuse, image sharing, sextortion, exploitation or other online harms, these topics are taught to help students recognise risks, stay safe, understand the law and know how to seek support. As these topics form part of the statutory Relationships and Health Education curriculum, parents do not have the right to withdraw their child from these lessons.

Sex Education builds on the statutory Relationships and Health Education curriculum by teaching age-appropriate content relating to human reproduction, sexual intimacy, contraception, pregnancy and sexual

health. Parents have the right to request that their child is withdrawn from designated Sex Education lessons that are delivered beyond the statutory Relationships Education curriculum and the National Curriculum for Science. The school is committed to ensuring transparency about which elements of the curriculum are statutory, and which are subject to the parental right to request withdrawal. These lessons are clearly identified in curriculum maps and parent communications.

Sex Education Lessons at Lytham St Annes High School

The following lessons form part of the school's Sex Education curriculum and are subject to the parental right to request withdrawal:

Year Group	Lesson Content
Year 9	Lesson 14: Freedom and Capacity to Consent; Lesson 15: Contraception and Sexual Health
Year 10	Lesson 23: Pregnancy Choices (parenting, adoption and abortion); Lesson 31: Sexual Ethics and Harmful Sexual Behaviours
Year 11	Lesson 20: Choices Relating to Sex and Contraception; Lesson 21: Sexual Health

Statutory Content from Which Students Cannot Be Withdrawn

The following topics are statutory because they form part of Relationships Education, Health Education, safeguarding requirements or the National Curriculum for Science:

- Families, marriage and civil partnerships
- Healthy, respectful and unhealthy relationships
- Consent as a relationship principle
- Equality, diversity and protected characteristics
- Bullying, discrimination and prejudice
- Online relationships, image sharing, sextortion, deepfakes and online safety
- Grooming, exploitation, sexual harassment, sexual violence and coercive control
- Forced marriage, female genital mutilation (FGM), virginity testing and hymenoplasty
- Puberty, menstruation, reproductive health, human development and anatomy taught through Health Education and Science.

We are committed to working in partnership with parents and carers and to being open and transparent about our curriculum. Curriculum overviews and sample resources are available on the school website, and

parents wishing to view specific lesson materials are encouraged to contact the PSHE Lead to arrange an appointment. Sample resources may also be available during parent information events and school open evenings.

This partnership helps ensure that parents are fully informed about the curriculum and able to support their child's learning at home.

6. Parental right to withdraw

Parents have the right to request that their child is withdrawn from the designated Sex Education lessons identified in this policy. This right does not apply to statutory Relationships Education, Health Education or the National Curriculum for Science.

Requests for withdrawal must be made in writing to the Headteacher.

Before making a decision, the Headteacher or an appropriate senior leader will meet with parents and, where appropriate, the student, to discuss the request, clarify the nature and purpose of the curriculum, and ensure that parents understand the educational benefits of receiving Sex Education.

The school will normally respect a parent's request until **three academic terms before the student turns 16**. From that point, if the student wishes to receive Sex Education, they have the right to opt into these lessons, regardless of their parents' wishes.

Students who are withdrawn from Sex Education will receive appropriate, purposeful education during the period of withdrawal. The school will keep a written record of all withdrawal requests and the decisions made.

7. Accessibility for All Students

Our PSHE curriculum is designed to be inclusive, accessible and appropriate for all students, regardless of their needs or background. In line with the statutory RSHE guidance, teaching is carefully adapted to meet the needs of students with SEND through appropriate differentiation, adapted resources, additional adult support and reasonable adjustments where required. Lessons are age-appropriate, carefully sequenced and responsive to students' developmental needs.

We recognise that some students may be more vulnerable, including students with SEND, disadvantaged students, Children Looked After (CLA), Previously Looked After Children (PCLA), Young Carers, those who have experienced Adverse Childhood Experiences (ACEs), and students with safeguarding or emotional wellbeing needs. The PSHE curriculum is planned and delivered in collaboration with the SENCO, Designated Safeguarding Lead (DSL), pastoral teams and, where appropriate, external agencies to ensure all students can access learning and know how and where to seek help.

Teaching is delivered in a safe, supportive and inclusive environment that promotes respect, positive relationships, emotional wellbeing and a sense of belonging, while recognising that sensitive topics may lead to safeguarding disclosures.

Equality and Inclusion

Lytham St Annes High School is committed to ensuring that Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education are delivered in an inclusive, respectful and non-discriminatory manner. The curriculum reflects our duties under the Equality Act 2010 and supports students to understand and respect diversity within modern British society.

Through the curriculum, students learn about the importance of equality, dignity and respect and develop an understanding of the protected characteristics defined within the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Teaching promotes respect for all individuals and challenges stereotypes, prejudice, discrimination and bullying in all forms.

The RSHE curriculum is delivered in a way that:

- promotes equality of opportunity and high expectations for all students;
- reflects the diversity of families, relationships and communities in contemporary Britain;
- fosters mutual respect and tolerance of different faiths, beliefs and backgrounds;
- supports students to recognise and challenge prejudice, discrimination, misogyny and harmful stereotypes;
- ensures that all students feel safe, valued and represented within the curriculum; and
- prepares students to participate positively in a diverse society.

Teaching about relationships, health and wellbeing is evidence-informed, age-appropriate and delivered sensitively. Where topics relate to protected characteristics, including sexual orientation and gender reassignment, factual information is taught in accordance with statutory guidance and relevant legislation. Staff facilitate balanced discussion, encourage respectful debate and ensure that differing views can be expressed appropriately while maintaining a culture of respect and inclusion.

The school recognises that students may have a wide range of personal experiences, family structures, cultural backgrounds, religious beliefs and individual needs. Lessons are adapted where appropriate to ensure accessibility and meaningful participation for all students, including those with Special Educational Needs and Disabilities (SEND). The curriculum aims to help every student develop the knowledge, skills and confidence needed to build healthy relationships, make informed choices and contribute positively to society.

8. Monitoring and Evaluation

The quality and effectiveness of the PSHE curriculum is monitored throughout the academic year to ensure it is delivered consistently, meets statutory requirements and continues to meet the needs of our students.

Monitoring activities include:

- lesson visits and learning walks
- student voice, including surveys and focus groups
- reviews of curriculum planning and evidence of learning
- staff feedback and professional development
- parental consultation and feedback
- curriculum reviews
- governor monitoring.

The PSHE Subject Leader is responsible for monitoring the implementation and impact of the curriculum and reports findings to the Senior Leadership Team and governors. Monitoring outcomes are used to identify strengths, inform staff training, support curriculum development and contribute to the School Development Plan where appropriate.

Learning in PSHE is assessed through a range of formative approaches, including student reflection, discussion, questioning and student voice activities.

The PSHE curriculum is formally evaluated annually as part of the school's wider Personal Development and Wellbeing review. Evaluation considers students' knowledge, skills, attitudes and personal development, alongside evidence gathered through monitoring activities, to ensure the curriculum remains responsive to students' needs, reflects statutory guidance and promotes continuous improvement.

The curriculum is also reviewed in response to safeguarding trends, student voice, local contextual risks, parental feedback and changes to statutory guidance to ensure it remains relevant and responsive.

9. Parental Access to Curriculum Materials

We recognise parents and carers as children's first educators and are committed to being open and transparent about our PSHE curriculum.

Curriculum overviews and sample teaching resources are available on the school website and during school open evenings. Parents and carers wishing to view specific lesson materials or discuss the curriculum in more detail are encouraged to contact the PSHE Lead, who will arrange an appointment to share the relevant resources and answer any questions.

We will make curriculum materials available to parents on request, in accordance with the Department for Education's statutory guidance, to support informed engagement and a positive partnership between home and school.

10. Answering questions

Creating a safe, respectful and inclusive learning environment is central to effective PSHE education. Students are encouraged to ask questions and explore issues in a way that promotes understanding,

respect and informed decision-making. Staff will respond to questions professionally, sensitively and in line with this policy, statutory guidance and the school's safeguarding procedures.

Teachers establish clear classroom expectations, including agreed ground rules and the use of an anonymous question box where appropriate, to encourage respectful discussion and enable students to ask questions safely.

Students are informed that lessons are not confidential environments and that staff cannot promise confidentiality where a safeguarding concern is identified.

Questions Beyond the Planned Curriculum

Students may ask questions that extend beyond the planned curriculum. Teachers will use their professional judgement to decide whether a question should be answered during the lesson, addressed at a later time or signposted to an appropriate source of support.

Responses will:

- be factual, balanced and age-appropriate;
- reflect statutory guidance and the school's values;
- avoid introducing content beyond the intended curriculum for the students' age and stage of development; and
- follow the school's safeguarding procedures where a concern is identified.

Questions from Students Withdrawn from Sex Education

Where a student has been withdrawn from designated Sex Education lessons, staff will respond to questions with factual, neutral and age-appropriate information where necessary to support the student's health, safety or wellbeing. Staff will not deliver teaching that would replace or undermine the curriculum from which the student has been withdrawn.

Where appropriate, teachers may use accurate anatomical terminology to correct misconceptions and support students in communicating clearly about their health and wellbeing.

Staff Training

All staff delivering PSHE receive appropriate training in this policy, the RSHE curriculum, responding to student questions and safeguarding procedures. This ensures that students receive accurate, consistent and inclusive information in a safe and supportive learning environment.

11. Policy Development and Review

This policy has been developed in accordance with the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025) and reflects the needs of the students and wider school community.

The policy has been developed and reviewed through consultation with:

- the Senior Leadership Team (SLT)
- the PSHE Subject Lead
- the Designated Safeguarding Lead (DSL)
- teaching and pastoral staff
- the SENCO
- students through student voice
- parents and carers
- the Governing Board.

The Governing Board is responsible for approving this policy. It will be reviewed annually, or sooner if there are changes to statutory guidance, legislation or the needs of the school community. The policy is published on the school website and is available to parents and carers on request.

Monitoring, evaluation and consultation findings are used to ensure the policy and curriculum remain compliant with statutory requirements, inclusive, evidence-informed and responsive to the needs of students.

Legal Framework

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

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Department for Education: *Keeping Children Safe in Education* (2026)
- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* Statutory Guidance (2025).

Related School Policies

This policy should be read alongside the schools:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Policy

- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Careers Education Policy
- Complaints Policy
- School Visitors Policy.

12. Appendices

Appendix 1: Statutory guidance references: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 2: Curriculum Roadmaps

YEAR 7 PSHE CURRICULUM ROADMAP

a learning community in pursuit of excellence

Be Kind Stay Safe Respect Others Aim High

Our PSHE curriculum helps you develop the knowledge, skills and confidence to thrive in school, at home and in the wider world.

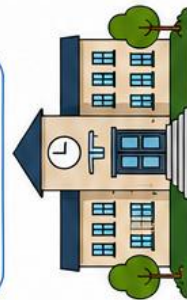
OUR VALUES

ASPIRATION
Dream big and strive for your best.

ENDEAVOUR
Work hard and never give up.

INTEGRITY
Be honest, do the right thing, always.

RESPECT
Treat others as you would like to be treated.



AUTUMN TERM 1: EMOTIONAL WELLBEING

1 Thriving in secondary school

2 Managing emotions and reactions

3 Developing positive thinking habits

4 Managing tension and stress

AUTUMN TERM 2: FRIENDSHIP AND BULLYING

5 Friendships and Empathy

6 Friendship challenges

7 Bullying and Bystanders

SPRING TERM 1: PUBERTY AND KEEPING SAFE

8 Puberty and emotional changes

9 Menstrual wellbeing

10 Hygiene

11 Keeping Safe- FGM

SPRING TERM 2: FAMILIES AND CHANGING RELATIONSHIPS

12 Understanding changes in relationships

13 Roles in family

14 Managing change, loss and grief

15 Healthy and Unhealthy relationships

16 Introduction to consent

SUMMER TERM: LIVING IN THE WIDER WORLD

17 Online safety deciding what to watch

18 Saving, spending and budgeting

19 Political system in the UK

20 Operation of parliament

READY FOR
YEAR
8

THIS CURRICULUM HELPS YOU TO:

Understand yourself Build positive relationships Be confident and resilient Thrive now and in the future

PSHE: Preparing you for today, tomorrow and your future.



YEAR 8 PSHE CURRICULUM ROADMAP

a learning community in pursuit of excellence

Be Kind Stay Safe Respect Others Aim High

Our PSHE curriculum helps you develop the knowledge, skills and confidence to thrive in school, at home and in the wider world.

OUR VALUES



ASPIRATION

Dream big and strive for your best.



ENDEAVOUR

Work hard and never give up.



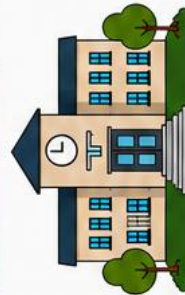
INTEGRITY

Be honest, do the right thing, always.



RESPECT

Treat others as you would like to be treated.



AUTUMN TERM 1: HEALTH AND WELLBEING



1

Making healthier choices



2

Dental health



3

Being active



4

Importance of sleep

AUTUMN TERM 2: PERSONAL SAFETY AND MANAGING RISKS



5

First Aid



6

Understanding drugs



7

Tobacco and nicotine



8

Alcohol and risks



9

Roads, railways, scooters and water safety

SPRING TERM 1: BELONGING AND COMMUNITY



10

Identity and community



11

Equality and stereotypes



12

Discrimination, protected characteristics and precious liberties



13

Justice system

SPRING TERM 2: THE ONLINE WORLD



14

Phones and financial risk



15

Gaming, social media and algorithm



16

Money matters- seeking help and support



17

Being safe online

SUMMER TERM: HEALTHY AND UNHEALTHY RELATIONSHIPS



18

Healthy relationships



19

Online relationships



20

Grooming

READY FOR
YEAR
9

THIS CURRICULUM HELPS YOU TO:



Understand yourself



Build positive relationships



Make safe choices



Respect others and diversity



Be confident and resilient



Thrive now and in the future



PSHE: Preparing you for today, tomorrow and your future.



YEAR 9 PSHE CURRICULUM ROADMAP

a learning community in pursuit of excellence

Our PSHE curriculum helps you develop the knowledge, skills and confidence to thrive in school, at home and in the wider world.

Be Kind Stay Safe Respect Others Aim High

OUR VALUES



ASPIRATION

Dream big and strive for your best.



ENDEAVOUR

Work hard and never give up.



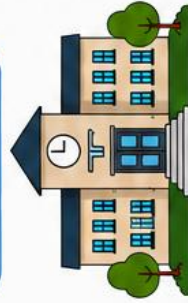
INTEGRITY

Be honest, do the right thing, always.



RESPECT

Treat others as you would like to be treated.



Understand yourself



Build positive relationships

THIS CURRICULUM HELPS YOU TO:



Make safe choices



Respect others and diversity



Be confident and resilient



Thrive now and in the future

PSHE: Preparing you for today, tomorrow and your future.

AUTUMN TERM 1: MENTAL HEALTH AND WELLBEING

1



Managing emotions and distractions

2



Mental health and getting help

3



Healthy coping strategies

4



Changing thinking habits

AUTUMN TERM 2: DRUG EDUCATION

5



Vaping

6



Exploring attitudes

7



The Law

8



Alcohol and cannabis

9



Managing influence

SPRING TERM 1: MANAGING RISKS IN RELATION TO THE LAW

10



Serious and organised crime

11



Cyber crime

12



Understanding and preventing extremism

SPRING TERM 2: INTIMATE SEXUAL RELATIONSHIPS

13



Avoiding assumptions

14



Freedom and capacity to consent

15



Contraception and sexual health

16



Managing the ending of relationships

SUMMER TERM: NAVIGATING ONLINE HARMS

17



Feelings about sharing nudes

18



Tackling deepfakes

19



Exploring harms and misconceptions

20

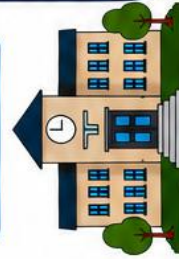


Responding to misogyny

READY FOR
YEAR

10

OUR VALUES



AUTUMN 1 – CITIZENSHIP (POLITICS)

- 1 Introduction to Politics Baseline knowledge quiz
- 2 What is Democracy
- 3 What does an MP do?
- 4 How are laws made in the UK?
- 5 What is general election?
- 6 Electoral System
- 7 How are Laws made in the UK?
- 8 Political Participation Assessment- Knowledge quiz



SPRING 1 – RELIGIOUS STUDIES (ETHICS & BELIEFS)

- 19 Fertility and routes to parenthood Baseline- Knowledge quiz
- 20 What do Christians believe about fertility treatments?
- 21 What do Muslims believe about fertility treatments?
- 22 What do Humanists believe about fertility treatments? Assessment- Knowledge quiz



SUMMER 1 – RELATIONSHIPS & SEXUAL HEALTH

- 26 Healthy and Unhealthy relationships
- 27 Power and control
- 28 Pressure persuasion and coercion
- 29 Seeking boundaries and getting help
- 30 The impact of pornography
- 31 Sexual ethics and harmful sexual activities
- 32 Dangers of virginity testing and Hymenoplasty



AUTUMN 2 – RELIGIOUS STUDIES (ETHICS & BELIEFS)

- 10 What is medical ethics? Baseline knowledge quiz
- 11 What is abortion?
- 12 What do Christians believe about abortion?
- 13 What do Muslims believe about abortion?
- 14 What do Humanists believe about abortion?
- 15 What is euthanasia?
- 16 What do Christians believe about euthanasia?
- 17 What do Muslims believe about euthanasia?
- 18 What do Humanists believe about euthanasia?



SPRING 2 – HEALTH EDUCATION (REPRODUCTIVE HEALTH)

- 23 Pregnancy choices
- 24 Pregnancy outcomes
- 25 Gynaecological health



SUMMER 2 – CITIZENSHIP & CAREERS

- 33 The legal status of marriage
- 34 Forced marriage
- 35 The impact and spread of misogynistic narratives
- 36 Safely challenging misogynistic beliefs and attitudes Assessment- Knowledge quiz
- 37 Exam stress and revision preparation
- 38 Exploring apprenticeships
- 39 Preparing for work experience



THIS CURRICULUM HELPS YOU TO:



PSHE: Preparing you for today, tomorrow and your future.



YEAR 11 PERSONAL DEVELOPMENT CURRICULUM ROADMAP

a learning community in pursuit of excellence

Our PSHE curriculum helps you develop the knowledge, skills and confidence to thrive in school, at home and in the wider world.



Be Kind



Stay Safe



Respect Others



Aim High

OUR VALUES



ASPIRATION

Dream big and strive for your best.



ENDEAVOUR

Work hard and never give up.



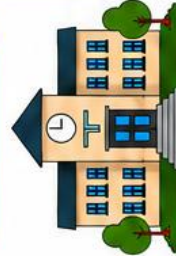
INTEGRITY

Be honest, do the right thing, always.



RESPECT

Treat others as you would like to be treated.



Understand yourself



THIS CURRICULUM HELPS YOU TO:

Build positive relationships



Make safe choices



Respect others and diversity



Be confident and resilient



Thrive now and in the future

AUTUMN 1 – CAREERS



- 1 Exploring interests, skills, values and career routes
Baseline knowledge quiz
- 2 Understanding routes post 16
- 3 CV planning and writing
- 4 Cover letter writing
- 5 Mock interview preparation
Assessment- Knowledge quiz

AUTUMN 2 – CITIZENSHIP AND RS



- 6 Introduction to the UK legal system
Baseline knowledge quiz
- 7 Types and causes of crime
- 8 What is hate crime?
- 9 Punishment Assessment- Knowledge quiz
- 10 What is Capital Punishment? Baseline knowledge quiz
- 11 What do Christians believe about Capital Punishment?
- 12 What do Muslims believe about Capital Punishment?
- 13 What do Humanists believe about Capital Punishment?
Assessment- Knowledge quiz

SPRING 1 – HEALTH AND WELLBEING



- 15 Importance of sleep Baseline- Knowledge quiz
- 16 Mental health and wellbeing
- 17 Managing stress and tension
- 18 Seeking help and support

SPRING 2 – RELATIONSHIPS AND SEXUAL HEALTH



- 19 Relationship behaviours
- 20 Choices related to sex and contraception
- 21 Sexual health

SUMMER 1 – PERSONAL SAFETY AND HEALTH



- 22 Alcohol and staying safe
- 23 Gangs- managing risks and staying safe
- 24 Cosmetic procedures
- 25 Benefits of self-examination- breast and testicular cancer
- 26 Blood, organ and stem cell donation

SUMMER 2A – AI AND THE DIGITAL WORLD



- 27 How does AI affect our daily lives
- 28 How does generative AI affect our understanding of the world?
- 29 How do chat bots affect relationships
- 30 Understanding the harm- deep fakes

SUMMER 2B – FINANCIAL EDUCATION



- 31 Wanna bet? Controlled and uncontrolled online spending
- 32 Understanding paylips, tax and NI
- 33 Credit and debt
- 34 Loans and mortgage Assessment- Knowledge quiz

READY FOR
YOUR
FUTURE

PSHE: Preparing you for today, tomorrow and your future.

Appendix 3: Links to example of resources

Additional resources are available on the school [website](#).