Relationships, Sex & Health Education (RSHE) Policy

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Statutory policy:		Yes	
Date:	**Version**	**Reason for change**	**Source**
December 2025	V3.0	Review	DfE

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. AIMS

1.1 The aims of this policy is to provide a working document of clear guidance to Trustees, staff, parents/carers and pupils on the delivery of relationships and sex education (RSHE) at Trust Schools and to ensure pupils learn about:

Relationship and Sexual health including:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other type of committed relationship.
- How to recognise, understand and build healthy, nurturing relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Female Genital Mutilation (FGM), honour based violence and forced marriage.

Physical health and mental wellbeing including:

- Mental health and wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs and tobacco
- Health and prevention
- First Aid
- Changing adolescent body

1.2 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of RSHE.

1.3 The aims above are in line with the core expectations that we promote to all pupils:

- Maintain a positive attitude.
- Show respect for all and display high levels of commitment to being the best you can be.
- To encourage and promote a ‘telling school ethos’.

1.4 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

1.5 Teaching will build on the knowledge about relationships and sexual health as well as physical health and wellbeing acquired at primary school (Appendix 1) and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex (Appendix 2).

1.6 Menstruation: Pupils will be taught key facts about the menstrual cycle. In addition to curriculum content, adequate arrangements will be made to help girls prepare for and manage menstruation, including requests for menstrual products.

1.7 Teaching about mental well-being is central and the content delivered will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

1.8 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society

2. INTRODUCTION

2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

3. STATUTORY REQUIREMENTS

3.1 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education is compulsory in all state-funded schools.

3.2 The current statutory guidance can be found here

4. DEFINITION

4.1 RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

4.2 RSHE is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

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

5.2 RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.3 RSHE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

5.4 Science, computing and physical education will complement some of the topics covered in Relationship Education, RSE and Health Education.

5.5 Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills will also be complimented within the teaching of Trust Values. Our whole school oracy protocols support pupils to speak clearly and confidently, expressing and valuing their own voices as well as those of others. Reading materials will also be used to deepen discussion and understanding of issue raised in the teaching of RSHE.

5.6 Anatomical terms and language will be used when teaching RSHE.

6. EQUALITY OF OPPORTUNITY

6.1 We will use RSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.

6.2 RSHE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.

6.3 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

6.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

6.5 Under the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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

7.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

7.3 The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

7.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

8. PARENTS' RIGHT TO WITHDRAW

8.1 Parents have the right to withdraw their children from the non-statutory components of RSHE (intimate and sexual relationships, including sexual health), 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 should make arrangements to provide the

child with sex education during one of those terms. Parents cannot withdraw their child from Relationships or Health Education.

8.2 Parents can identify when RSE is being covered by referring to the overviews on the school's website. (Found in appendix 3 of this document).

8.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8.4 There is no right to withdraw from Relationships or Health Education.

9. WORKING WITH EXTERNAL AGENCIES

9.1 To support and enhance the delivery of RSHE, Trust Schools works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 Where external agencies are used, the school will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

9.3 The schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

9.4 The schools will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

10.1 The schools recognise that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. Our RSHE and PSHE provision takes account of our local context and is responsive to the needs our pupils within the context of our community.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

10.3 In line with the document Keeping Children Safe in Education (KCSIE, 2020), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

11. MONITORING AND EVALUATION

11.1 The delivery of RSHE is monitored by the school's Leadership team, Heads of House and the school's PSHE Lead through the school's monitoring programme of curriculum reviews, learning walks, PSHE working walls, lesson observation and pupil voice.

11.2 Pupils' development in RSHE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

11.3 RSHE is not formally assessed.

12 INFORMING AND INVOLVING PARENTS, STAFF AND PUPILS

12.1 Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSHE policy will be included in the school's *Prospectus* booklet, published annually in August.

12.2 This policy has been designed in consultation with Parent Advisory Groups and via a Microsoft parental questionnaire to representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available on the school's website as well as an overview of topics covered by each year group.

12.3 Pupils' views are gathered through school surveys and the various committees for example school Council, Mental Health Ambassadors, Digital Leaders and the Anti-bullying Champions that the school operates, identifying needs.

12.4 All staff play an important role in supporting the delivery and review of RSHE.

Appendix 1

By the end of primary school pupils will have been taught about relationships and sexual health:

Families and people who care for me	Pupils should know that: • Families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, 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. • That others' families, 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. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends.

	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive.

	• The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online
Being safe	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard.

	• How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

By the end of primary school pupils will have been taught about physical health and mental wellbeing:

Mental Wellbeing	Pupils should know • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time our doors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends, and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including reconsidering the triggers for seeking support), including whom in school they should speak to if

	they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other form of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity)

	• How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • What constituted a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
Health and prevention	Pupils should know • How to recognised early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know • How to make a clear and efficient call to emergency services if necessary.

	• The concepts of basic first aid, for example, dealing with common injuries including head injuries.
Changing adolescent body	Pupils should know • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about relationships and sex education by the end of secondary:

Families	Pupils should know: • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know: • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the

	management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know: • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

	• What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	Pupils should know: • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know: • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about physical health and mental wellbeing by the end of secondary:

Mental wellbeing	Pupils should know • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved

	in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	Pupils should know • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image). • How people may curate a specific image of their life online, over-reliance on online relationships including social media, • The risks related to online gambling including the accumulation of debt • How advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Pupils should know • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances.

	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Barr Beacon School

A proud member of

Matrix Academy Trust

Personal Development Curriculum Map Key Stage 3 & 4 2025-26

Personal Development

Our **Personal Development curriculum** incorporates many aspects of school life, which can be explored in the curriculum map below. Personal Development means the development of the whole child as a young person alongside of academic studies. Our Personal Development provision is a rich and broad and ensures a positive and enriching foundation of learning about themselves, others around them, how to keep safe and how to support others. This works in tandem with many other elements on the school including assemblies, outside speakers and performances, form time wellbeing curriculum, RE: world views and beliefs, citizenship, student leadership, whole school reading strategies and enrichment.

Our Beacon Values are integral to how we develop our pupils as young people and are developed within the PSHE curriculum being both taught explicitly and implicitly throughout.

In weekly **PSHE lessons** we teach pupils about the things that they will need to understand in order to be successful and happy citizens. This includes personal, social, health and economic education as well as relationships and sexual health education. During these lessons we also teach pupils about finance and careers.

01

Barr Beacon & Me

Barr Beacon & me: this scheme of work teaches our pupils about our Beacon Values and about important role models, past and present, that exemplify them. Within this scheme, pupils will be introduced in detail to Fundamental British Values which underpin our Beacon Values. These are democracy, rule of law, mutual respect and tolerance and individual liberty.

02

Relationships

Relationships and feelings/self-management: In this sequence of lessons pupils focus on how they conduct themselves in a variety of situations that may be new and challenging. Pupils look at strategies for managing situations such as family conflict and coping with their feelings in a positive way.

03

Healthy Minds

Healthy minds and lives: This sequence of lessons teaches our pupils about a wide range of factors such as mental health, healthy eating, personal care and lifestyle choices, such as substance misuse. Pupils learn to understand the signs where there is a concern in both themselves and others, and where to go for help and support.

04

Keeping Safe

Keeping safe as a member of UK society: Here our pupils will learn about the key issues that form our society here in the UK. This includes politics, the parliamentary system, human rights, gangs and knife crime. The content enables pupils to form their own reasoned and educated opinions on all topics covered.

05

Finance & Future

Finance and Future: This sequence of lessons focusses on the world of work and finance. Pupils explore the labour market and future job possibilities. They are encouraged to reflect on their own experiences and their future career aspirations as well as looking at gaining an understanding of how they manage their current and future finances effectively and safely.

06

Growing Up

Growing up: In this sequence of lessons, pupils learn about the changes that they will face as they grow up into young adults and about key lifestyle choices that they will have to make in order to grow into healthy, well-informed individuals. This is for year 7 pupils.

07

Relationships & Sex

Relationships and Sex: Pupils look at a variety of different aspects of relationships and sex, including managing their emotions, different types of relationships, gender and what this means in 2021, consent and the law relating to sexual activity. Pupils are presented with the facts and information in a sensitive and age-appropriate way that enables them to make their own healthy, informed choices.

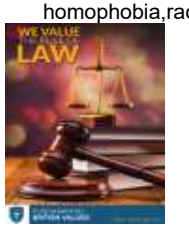
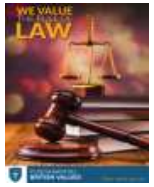
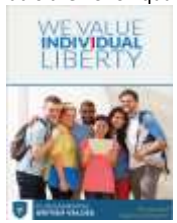
08

Religious Education

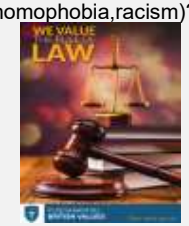
Religious Education: Here pupils look at key moral and ethical issues such as different religious beliefs about reincarnation and medical ethics, promoting reasoned discussion and an appreciation of the views of others on such sensitive issues. Religious Education is taught only in Year 10 & 11 PSHE as Year 7, 8 & 9 pupils have weekly Religious Education lessons.

Barr Beacon School Personal Development Curriculum Map

Year 7 Personal Development (PSHE)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Barr Beacon and Me • What is our school's ethos and values? • What are the Fundamental British Values? • Which current and historical role models represent our values? • How can I be a good member of the community? • What is social and antisocial behaviour? • What is acceptable language to use (sexism, homophobia,racism)? 	**Healthy minds and lives** • What are different mental health conditions? • What are the signs and indicators of good or bad mental health? • What are the consequences of good or bad mental health? • What is meant by self-esteem and how can I protect it? • Where can I get help and support? • What is substance abuse? • What are different kinds of drugs and what do they do? • What are the effects of alcohol and drug abuse? • What is addiction? • Where can I get help and support? • What is terrorism? What should I do if I see something suspicious? • What are the run, hide, tell procedures? • What does it mean to be a good citizen?	**Finance and Future** Careers • Guess my job and stereotypes about careers • Self-awareness and making transitions • Job market and careers sectors • Role models • What is meant by personal finance? • What is a bank account? • What is the importance of saving and how can you do it? • What are different methods of payment? • How do you spend responsibly?	**Relationship and feelings/self-management** • How do we staying safe online including the threat from peers and adults? • How can we safely share information • What is harmful content and how can we avoid it? • What do we do it we need help and support online? • What can we do about bullying (online and offline)? • Why do people get bullied? • What are the different types of bullying? • What does it mean to be assertive and how will this help? Family and Relationships x 2 • Different families • Family conflict • Changes in the family • Positive relationships and friendships+ unhealthy power dynamics	• **Keeping Safe as a member of UK society** • What is parliament? • What is the government and parliament? • What are the House of Commons and House of Lords? • Potential dangers • How to use 999 or 112  • What is animal welfare and why is it important? • What is the RSPCA and what does it do? • What is the law around treatment of animals? • Animal care	**Growing up** • What is puberty? How will it affect us? • How will it affect girls and boys differently? • What is the LGBTQ community and how do we celebrate our identity? • What is homophobic language? • What is meant by equality and what is the 2010 Equality Act?  • What is personal hygiene and how does it need to change during puberty? • What is a healthy lifestyle? • Why is sleep important? • What is self-esteem and why might puberty make this challenging? • What can I do about this?

Year 8 Personal Development (PSHE)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Barr Beacon and Me • What is our school's ethos and values? • What are the Fundamental British Values? • Which current and historical role models represent our values? • How can I be a good member of the community? • What is social and antisocial behaviour? • What is acceptable language to use (sexism, homophobia,racism)? 	**Healthy minds and lives** • What is the role of family and the wider community in supporting positive mental health? • What are the common mental health conditions and the early signs of them? • What is self-esteem and what are negative emotions? • How can I deal with negative emotions and pressure? Including assertive behaviour. • What help and support is available including mindfulness? • What are the different types of addiction? • Self-harm • What is bereavement and grief and how can I find support for this?	**Finance and Future** Careers x 4 • Labour market information • Stereotypes • University v. apprenticeships • The careers journey and being flexible **WHAT JOBS EARN WHAT MONEY** Personal Finance x 2 • Budgeting • Debt • Loans • Credit • Long-term savings	**Relationship and feelings/self-management** Bullying x 2 • Why people are bullied • Indicators • Dealing with bullying • Help and support • Empathy E-Safety x 2 • Sexting • The online world v's the real world • Unhealthy comparisons • Harmful online behaviours • Help and support **LESS ON THIS/COMBINE and SHORTEN** Disability and Discrimination x 2 • Definitions • Why? • Effects of stereotyping, prejudice, racism and discrimination • Protected characteristics and the Equality Act 2010	**Keeping Safe as a member of UK society** • What is a Primary survey • Recovery position • CPR School Diversity Week x 1 • Celebrating the LGBTQ+ community • Equality • Language/pronoun choices First Aid x 2 • Asthma attack • Minor bleed • Infection control • Effective communication • Emergency calls • Managing an incident Smoking x 1 • Cigarettes • Components including nicotine • Harm • The law • Help and support	**Relationships and Sex** Health and Relationships x 6 • Ages, consent, the law • Underage sex • Saying 'no' • Love • STI's • Contraception • Sex in the media • Pornography Stable, positive relationships

Year 9 Personal Development (PSHE)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Barr Beacon and Me • What is our school's ethos and values? • What are the Fundamental British Values? • Which current and historical role models represent our values? • How can I be a good citizen? LGBTQ Awareness x 2 • Challenges faced by the LGBTQ+ community now and historically • Why promoting LGBTQ+ rights is essential • Stereotypes and sexual orientation	**Healthy minds and lives** Healthy Eating / Lifestyle Choices x 2 • Healthy diet/Obesity • Exercise • Lifestyle choices • Sleep • Organ donation • Personal hygiene • Self examination Substance misuse x 2 • Alcohol, Binge drinking, Risky behaviour, Units • The law • Peer pressure, Addiction • Help and support Sun Safety x 1 • Cancer – types, focus on skin cancer • Staying safe in the sun • Benefits of being outdoors	**Finance and Future** Personal Finance x 2 • Branch v's online banking • Bank charges, Interest, APR's • Smart consumers • Value for money Careers x 4 • Work life balance • Work experience • Audit of skills and future planning • Taking initiative • Being imaginative • Communication of needs in the workplace.	**Relationship and feelings/self-management** School Diversity Week x 3 • Celebrating the LGBTQ+ community • Equality& body image • Challenges faced by the LGBTQ+ community • Personal Hygiene / Skin Care x 2 • Body image • Importance of personal hygiene/Skin care	**Keeping Safe as a member of UK society** Staying safe / CSE and grooming x 2 • Exploitation and Grooming – what, how, where, why? • Indicators • County lines • The law • Consent • Help and support Gangs and Knife Crime x 2 • Gangs • The community • Consequences of violent crime • Joint enterprise Human Rights x 2 • Entitlement to human rights • Human rights campaigners • Children's rights • Respect, The law and the Equality Act 2010	**Relationships and Sex** Health and Relationships x 2 • The law • Managing sexual pressure and choices • Teenage pregnancy Anti-bullying Week 16.11.20 x 1 • Unite against bullying Health and Relationships x 4 Consent STI's Contraception Body image Pornography Reproductive health Teenage pregnancy Help and support

Year 10 Personal Development (PSHE)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Barr Beacon and Me • What is our school's ethos and values? • What are the Fundamental British Values? • Which current and historical role models represent our values? • How can I be a good citizen?	**Healthy minds and lives** Mental health x 2 • Influence of positive relationships • Stress • Formal and informal support • Exam pressure • Gaming addiction and mental health Substance misuse / Addiction x 2 • Drugs/Classifications • The law • Psychoactive substances • What to do in an emergency • Help and support Managing criticism and praise / self-esteem x 1 • Positive and negative self-esteem • Delivering difficult information • Body language • Coping with negative comments	**Finance and Future** Personal Finance x 2 • Tracking finances • Credit and APR • Loan sharks • Payday loan • Credit Unions • HP • CCJ's • Bankruptcy • Financial choices / being a responsible consumer Careers x 4 • Your Options After Year 11 • Labour Market Information • Environment, economy, society and politics and their influence on careers • Is Your Future Really Your Choice? • Researching future careers	**Keeping Safe as a member of UK society** Cancer Care – Self-checking x 2 Politics x 2 • Democracy • Voting and elections • Political parties • Government • Brexit • European and world politics School Diversity Week x 1 • Celebrating the LGBTQ+ community • Equality • Language choices FGM x 1 • FGM – what, when, who? • Consequences of FGM, the law	**Religious Education** • RE / Exploring different faiths x 7 • Life • Death • Heaven, heel and purgatory • Christian beliefs • Resurrection • Hindu beliefs • Celebrating the end of life	**Relationships and Sex** Health and Relationships x 6 • Relationship changes • Pressure in relation to sexual activity • Family relationships • What family means to different people / groups • Sexual identity • Pregnancy and miscarriage • Options following birth • Fertility • STI's – HIV and AIDS specifically • Negative relationships • Pornography • The law Help and support Expect Respect – Healthy Relationships x 3 • Gender stereotyping • Unhealthy and coercive relationships • Teenage relationship abuse Sexual harassment

Year 11 Personal Development (PSHE)

Autumn Term 1 **Autumn Term 2** **PSHE Day 1 and 2**			
Healthy minds and lives • Marriage • Successful relationships • Family life • Parental responsibilities • Impact on families of changing circumstances • Family crisis • Help and support • Addiction • Impact on wider society • The law • Prescription drug misuse • Help and support • Pressure to look perfect • Physical stereotypes • Media influences • Eating disorders Help and support	**Religious Education** • Value of life • Wealth and poverty	**Finance and Future** • Reflection on prior achievements • SMART targets for Year 11 • Buying a home • Alternatives to buying • Inflation • Investing money • Planning ahead • Private and state pensions • Writing a CV and Cover Letter • Adapting your CV to a Job Advertisement • Mock Interview • Start Profile + Virtual Careers Fair • Detailed, accurate and honest • Justification and evidence to back up the statement	**Relationships and Sex** • HIV and AIDS • Testing • STI's • Contraception • Successful relationships • Delaying sexual activity • Unintended pregnancy • Victim blaming • Help and support

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Personal Development Curriculum Map Key Stage 5 2025-26

Our **Personal Development curriculum** incorporates many aspects of school life, which can be explored in the curriculum map below. Personal Development means the development of the whole child as a young person alongside of academic studies. Our Personal Development provision is a rich and broad and ensures a positive and enriching foundation of learning about themselves, others around them, how to keep safe and how to support others. This works in tandem with many other elements on the school including assemblies, outside speakers and performances, form time wellbeing curriculum, RE: world views and beliefs, citizenship, student leadership, whole school reading strategies and enrichment. Our Beacon Values are integral to how we develop our pupils as young people and are developed within the PSHE curriculum being both taught explicitly and implicitly throughout.

In weekly **PSHE lessons** we teach pupils about the things that they will need to understand in order to be successful and happy citizens. This includes personal, social, health and economic education as well as relationships and sexual health education. During these lessons we also teach pupils about finance and careers. In Sixth Form pupils are taught in vertical tutor groups and their modules will be based on the below topic areas:

01
Habits for Success

Habits for success: this is scheme of work is about setting up study habits for the year. Year 13 will have covered elements of this topic last year and will help consolidate the learning for themselves. This includes study skills but also awareness of the context of this: workforce, accommodation and university and other life skills. These are based around the areas pupils identified as of concern to them.

02
Informed Choices

Informed choices: In this sequence of lessons pupils focusing extending ideas that have been covered in KS4 about addiction, age appropriately considering some of the real choices that pupils may be facing with greater depth of context about how gambling, porn, alcohol, drugs could affect their lives.

03
Finance and the future

Finance and the future: this scheme of work is about the real money queries that sixth formers may have including applying for p/t jobs, stocks and shares, being a wage earner and financial planning. This is a short term and covers four lessons.

04
Relationships and Sex Education

Relationships and sex education: this module extends KS4 work on this area by looking at the red flags of entering a relationship and understanding what to look for to keep oneself safe. Misogyny and toxic masculinity. Management of sexual health; miscarriage and stalking and harassment. This module also engages with the law in these areas and up to date examples.

05
Being a British Citizen

***Being a British Citizen** extends pupils political knowledge about the country they live in, ensuring that they are informed about politics in the UK and more aware of global political systems too. This will secure culture capital, enabling pupils to discuss these topic areas with move confidence.*

06
UCAS applications

UCAS applications: In this sequence of lessons, pupils learn about how to select universities and courses, make applications and consider this important time of life carefully. (Year 13 will be departed).

Year 12 and 13 Personal Development (PSHE)

Careers opportunities and Mental Health are woven in throughout the year.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Habits for success • Transition from GCSE to Key Stage 5 • Study skills and revision • The importance of wider reading • Reflection on Initial Assessments • Managing sixth form workload • Studying independently • What is the workforce • University accommodation • Accepting critical feedback • Time management • Organising the household • What is Wellbeing	**Relationships and Sex Education** • Consent • Contraception • STI's • Healthy Relationships Oracy and Ethical Debates	**Finance and the Future** • Borrowing money and credit scores • Buy Now Pay Later schemes • Payments and deductions – NI, Income Tax and Council Tax • Employment rights Oracy and Ethical Debates	**Informed choices** • How to use Independent Study time effectively • Cornell notes • Flashcards • Mind maps • Chunking and retrieval practice Mental Heath Oracy and Ethical Debates	**Being a British Citizen** • Festivals and Nightclubs: overdose/spikings/saefty at different venues • Catfishing • Looking after your body: Tattouing / Anabolic steriods / extremem dieting / sunbed use Mental Heath Oracy and Ethical Debates	**UCAS and Apprenticeship applications** • UCAS applications • Alternative routes – Apprenticeship sand Degree Apprenticeships • Personal statements • CVs Oracy and Ethical Debates