



Relationships, Sex & Health Education (RSHE) Policy

Implementation date:		March 2021	
Last review date:		December 2025	
Next review date:		July 2026	
Review cycle:		Every 2 years	
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.

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

<p>Families and people who care for me</p>	<p>Pupils should know that:</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 out 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
-------------------------	---

	<p>they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> 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	<p>Pupils should know</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> How to recognise 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 of 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	<p>Pupils should know</p> <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary.

	<ul style="list-style-type: none"> • The concepts of basic first aid, for example, dealing with common injuries including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

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:

<p>Families</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the

	<p>management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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
-------------------------	---

	<p>in has a positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> 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	<p>Pupils should know</p> <ul style="list-style-type: none"> 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	<p>Pupils should know</p> <ul style="list-style-type: none"> 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 cardiovascular ill-health. about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Appendix 3 PSHE/RSE curriculum at Turves Green Boys' School

Turves Values - Autumn 1 - All Years

Lesson

Turves Values - 01 - Telling School
Turves Values - 02 - Understanding towards Others
Turves Values - 03 - Respectful to All
Turves Values - 04 - Valuable Contribution
Turves Values - 05 - Everyone is Equal
Turves Values - 06 - Self-motivated to Achieve
Turves Values - 07 - Oracy Project

Turves Values - Supporting Resources

Project - Turves Values Booklet
Quiz - Turves Values
Unit Assessment - Turves Values
Workbook - Politics, Parliament and Me

Year 7 Celebrating Diversity & Equality Autumn 2

Lesson

Celebrating Differences - 01 - What is your Identity
Celebrating Differences - 02 - Multicultural Britain
Celebrating Differences - 03 - Importance of Being Kind
Celebrating Differences - 04 - Breaking Down Stereotypes
Celebrating Differences - 05 - Learning Disabilities
Celebrating Differences - 06 - Prejudice and Discrimination
Celebrating Differences - 07 - Challenging Islamophobia

Celebrating Differences - Supporting Resources

Project - Identity Show Table
Quiz - Celebrating Diversity and Equality
Unit Assessment - Celebrating Diversity and Equality
Workbook - Celebrating Diversity and Equality

Year 7 - Relationships and Sex Education Spring 1

lesson

Friends, Respect & Relationships - 01 - Consent and Boundaries
Friends, Respect & Relationships - 02 - Respect and Relationships
Friends, Respect & Relationships - 03 - What Makes a Good Friend
Friends, Respect & Relationships - 04 - Friendships & Online Relationships
Friends, Respect & Relationships - 05 - Being Positive
Friends, Respect & Relationships - 06 - Pressure, Influence and Friends
Friends, Respect & Relationships - 07 - What Does it Mean to be a Man in Today
Friends, Respect & Relationships - Supporting Resources
Project - Time Box
Quiz - Conflict and Bullying
Unit Assessment - Friends, Respect & Relationships
Workbook - Friends, Respect & Relationships

Year 7 - Staying Safe, Online & Offline Spring 2

lesson

Staying Safe Online & Offline - 01 - Avoiding Gangs & Criminal Behaviour
Staying Safe Online & Offline - 02 - Staying Safe Online
Staying Safe Online & Offline - 03 - Online Gaming, Grooming and Addiction
Staying Safe Online & Offline - 04 - Alcohol and Risk
Staying Safe Online & Offline - 05 - Nicotine and Smoking
Staying Safe Online & Offline - 06 - E-Cigs, Vaping and Shisha
Staying Safe Online & Offline - 07 - Energy Drinks and Caffeine
Staying Safe Online & Offline - 08 - Knife Crime and Safety
Staying Safe Online & Offline - Supporting Resources
Project - Safety Mobile Phone App Project
Quiz - Online Safety
Unit Assessment - Staying Safe Online & Offline
Workbook - Staying Safe Online & Offline

Year 7 - Health & Wellbeing Summer 2

Lesson

Puberty & Body Development - 01 - Introduction to Puberty
Puberty & Body Development - 02 - Girls Puberty & Periods (Double Lesson)
Puberty & Body Development - 03 - Boys Puberty
Puberty & Body Development - 04 - Personal Hygiene
Puberty & Body Development - 05 - Growing Up
Puberty & Body Development - 06 - Self-Esteem
Puberty & Body Development - 07 - Tooth Decay and Dental Health
Puberty & Body Development - Supporting Resources
Project - Puberty Magazine
Quiz - Puberty and Hormones
Unit Assessment - Puberty and Body Development
Workbook - Puberty and Body Development

Year 7 - Life Beyond School Summer 1

Lesson

Managing Change - 01 - What is PSHE?
Managing Change - 02 - Getting to Know People
Managing Change - 03 - What is a Community
Managing Change - 04 - Careers and Your Future
Managing Change - 05 - Sleep and Relaxation
Managing Change - 06 - Financial Education
Managing Change - 07 - Transition Points in Your Life
Managing Change - Supporting Resources
Project - Citizens, Society & Board Games
Quiz - Managing Change
Unit Assessment - Managing Change
Workbook - Managing Change

Year 8 - Celebrating Diversity & Equality Autumn 2

Lesson

Equality and Diversity Explored - 01 - Equality Act 2010

Equality and Diversity Explored - 02 - LGBTQ+ What is it

Equality and Diversity Explored - 03 - LGBTQ+ Rights Across the World

Equality and Diversity Explored - 04 - Gender Equality

Equality and Diversity Explored - 05 - Ableism and Disability Discrimination

Equality and Diversity Explored - 06 - Removing the Barriers Equality for all

Equality and Diversity Explored - 07 - Racism & Discrimination in Society

LGBTQ+ Explored - Supporting Resources

Project - LGBTQ+ Champion

Quiz - LGBTQ+ Explored

Unit Assessment - LGBTQ+ Explored

Workbook - LGBTQ+ Explored

Year 8 - Relationships and Sex Education Spring 1

Lesson

Identity, Relationships & Sex Education - 01 - Relationships and Sex Education

Identity, Relationships & Sex Education - 02 - Being Yourself & Self-Love

Identity, Relationships & Sex Education - 03 - Healthy Respectful Relationships

Identity, Relationships & Sex Education - 04 - What is Love

Identity, Relationships & Sex Education - 05 - Dealing with Conflict

Identity, Relationships & Sex Education - 06 - Periods and Menstrual Cycle

Identity, Relationships & Sex Education - 07 - Introduction to Contraception

Identity, Relationships & Sex Education - 08 - Sexual Orientation

Identity, Relationships & Sex Education - Supporting Resources

Project - Body Image and Social Media

Quiz - Exploring PSHE

Unit Assessment - Identity, Relationships and Sex Education

Workbook - Identity, Relationships and Sex Education

Year 8 - Staying Safe, Online & Offline Spring 2

Lesson

Dangerous Society Online & Offline - 01 - County Lines - What is it
Dangerous Society Online & Offline - 02 - County Lines - Who is at Risk
Dangerous Society Online & Offline - 03 - Substance Misuse
Dangerous Society Online & Offline - 04 - Cyberbullying
Dangerous Society Online & Offline - 05 - Online Grooming
Dangerous Society Online & Offline - 06 - Alcohol Safety
Dangerous Society Online & Offline - 07 - Child Exploitation & Online Protection
Dangerous Society Online & Offline - **Supporting Resources**
Project - Become the Teacher
Quiz - County Lines and Gangs
Unit Assessment - Dangerous Society Online & Offline
Workbook - Dangerous Society Online & Offline

Year 8 - Health & Wellbeing Summer 2

Lesson

Physical Health & Mental Wellbeing - 01 - Health and Wellbeing
Physical Health & Mental Wellbeing - 02 - What is Mental Health?
Physical Health & Mental Wellbeing - 03 - Positive Body Image
Physical Health & Mental Wellbeing - 04 - Child Abuse
Physical Health & Mental Wellbeing - 05 - Types of Bullying
Physical Health & Mental Wellbeing - 06 - Healthy Eating and Cholesterol
Physical Health & Mental Wellbeing - 07 - Stress Management
Physical Health & Mental Wellbeing - **Supporting Resources**
Project - Launching a Leisure Center
Quiz - Healthy Lifestyles
Unit Assessment - Physical Health and Mental Wellbeing
Workbook - Physical Health and Mental Wellbeing

Year 8 - Life Beyond School Summer 1

Lesson

Proud to be me - 01 - Employability & Enterprise Skills

Proud to be me - 02 - Proud to be me

Proud to be me - 03 - Careers and Aspirations

Proud to be me - 04 - Self Esteem and the Media

Proud to be me - 05 - The Importance of Happiness

Proud to be me - 06 - What Makes Me Angry

Proud to be me - 07 - Exploring Careers

Proud to be me - Supporting Resources

Project - Best Day of My Life

Quiz - Careers

Unit Assessment - Proud to be me

Workbook - Proud to be me

Year 9 - Relationships and Sex Education Autumn 2

Lesson

Sex, the Law & Consent - 01 - Sexual Consent and the Law

Sex, the Law & Consent - 02 - FGM and the Law

Sex, the Law & Consent - 03 - Relationships and Partners

Sex, the Law & Consent - 04 - Domestic Abuse and Domestic Violence

Sex, the Law & Consent - 05 - Why have Sex

Sex, the Law & Consent - 06 - Delaying Sexual Activity

Sex, the Law & Consent - 07 - Sexual Harassment and Stalking

Sex, the Law & Consent - Supporting Resources

Project - New Reality TV Show

Quiz - Romance Love and Consent

Unit Assessment - Sex, the Law & Consent

Workbook - Sex, the Law & Consent

Year 9 - Relationships and Sex Education Spring 1

Contraception & STIs - 01 - What are STIs
Contraception & STIs - 02 - Treating STIs and the Clinic
Contraception & STIs - 03 - Contraception Explored
Contraception & STIs - 04 - Contraception - Condoms
Contraception & STIs - 05 - Contraception Explored Further
Contraception & STIs - 06 - HIV and AIDS
Contraception & STIs - 07 - HIV and AIDS Prejudice and Discrimination
Contraception & STIs - Supporting Resources
Project - Sexual Health Forum
Quiz - Contraception and Sexual Health
Unit Assessment - Contraception & STIs
Workbook - Contraception & STIs

Year 9 - Staying Safe, Online & Offline Spring 2

Lesson

Legal and Illegal Drugs - 01 - What is a Drug
Legal and Illegal Drugs - 02 - Different Types of Addictions
Legal and Illegal Drugs - 03 - Cannabis Products
Legal and Illegal Drugs - 04 - Drugs Classifications
Legal and Illegal Drugs - 05 - Party Drugs & Illegal Drugs
Legal and Illegal Drugs - 06 - The War on Drugs
Legal and Illegal Drugs - 07 - Volatile Substance Abuse
Legal and Illegal Drugs - Supporting Resources
Project - The War on Drugs Strategy
Quiz - Drugs and Society
Unit Assessment - Legal and Illegal Drugs
Workbook - Legal and Illegal Drugs

Year 9 - Health & Wellbeing Summer 2

Lesson

Body Confidence - 01 - How Self-Esteem Changes

Body Confidence - 02 - What is a Penis

Body Confidence - 03 - What is a Vulva

Body Confidence - 04 - Bullying in all its forms

Body Confidence - 05 - Dealing with Grief and Loss

Body Confidence - 06 - Media and Airbrushing

Body Confidence - 07 - Cancer Prevention and Healthy Lifestyles

Body Confidence - **Supporting Resources**

Project - Student Health Campaign

Quiz - Healthy Eating Quiz

Unit Assessment - Body Confidence

Workbook - Body Confidence

Year 9 - Life Beyond School Summer 1

Lesson

Essential Life Skills - 01 - From Failure to Success

Essential Life Skills - 02 - Assertiveness

Essential Life Skills - 03 - First Aid

Essential Life Skills - 04 - Saving and Managing Your Money

Essential Life Skills - 05 - Labour Market Information

Essential Life Skills - 06 - Finance, Budgeting and Employment

Essential Life Skills - 07 - Social Media and Online Stress

Essential Life Skills - **Supporting Resources**

Project - Fairtrade

Quiz - Money and Banking

Unit Assessment - Essential Life Skills

Workbook - Essential Life Skills

Year 10 - Celebrating Diversity & Equality Autumn 2

Lesson

Exploring World Issues - 01 - International Organisations
Exploring World Issues - 02 - Peace, War & Conflict
Exploring World Issues - 03 - Human Rights During War
Exploring World Issues - 04 - Aid & Supporting Other Countries
Exploring World Issues - 05 - Striking and Trade Unionism
Exploring World Issues - 06 - Women's Rights and Equality
Exploring World Issues - 07 - Fair Trade and Free Trade
Exploring World Issues - Supporting Resources
Quiz - World Issues and Environment
Unit Assessment - Exploring World Issues
Workbook - Exploring World Issues

Year 10 - Relationships and Sex Education Spring 1

Lesson

Risk, Relationships & Sex Education - 01 - Pleasure and Delaying Sexual Activity
Risk, Relationships & Sex Education - 02 - Campaigning Against FGM
Risk, Relationships & Sex Education - 03 - Sexting, Nudes and Dick Pics
Risk, Relationships & Sex Education - 04 - Online Pornography (Myths vs Reality)
Risk, Relationships & Sex Education - 05 - Porn and its Impact on Society
Risk, Relationships & Sex Education - 06 - Unhealthy Relationships, Sexual Assault and Rape
Risk, Relationships & Sex Education - 07 - Sexualisation of the Media
Risk, Relationships & Sex Education - Supporting Resources
Quiz - Sexuality and Gender
Unit Assessment - Risk, Relationships & Sex Education
Workbook - Risk, Relationships & Sex Education

Year 10 - Staying Safe, Online & Offline Spring 2

Lesson

Violence, Crimes & Seeking Safety - 01 - Honour Based Violence
Violence, Crimes & Seeking Safety - 02 - Forced Marriage and Breast Ironing
Violence, Crimes & Seeking Safety - 03 - Online Gaming & Gambling
Violence, Crimes & Seeking Safety - 04 - Social Media Validation
Violence, Crimes & Seeking Safety - 05 - Modern-Day Slavery
Violence, Crimes & Seeking Safety - 06 - Keeping Your Data Safe
Violence, Crimes & Seeking Safety - 07 - Causes of Knife Crime
Violence, Crimes & Seeking Safety - Supporting Resources
Quiz - Social Media
Unit Assessment - Violence, Crimes & Seeking Safety
Workbook - Violence, Crimes & Seeking Safety

Year 10 - Health & Wellbeing Summer 2

Lesson

Mental Health and Wellbeing - 01 - Child Sexual Abuse
Mental Health and Wellbeing - 02 - Screen Time
Mental Health and Wellbeing - 03 - Mental Health Illnesses
Mental Health and Wellbeing - 04 - Self-Harm
Mental Health and Wellbeing - 05 - Suicide (Thoughts and Feelings)
Mental Health and Wellbeing - 06 - Promoting Emotional Wellbeing
Mental Health and Wellbeing - Supporting Resources
Quiz - Personal Wellbeing
Unit Assessment - Mental Health and Wellbeing
Workbook - Mental Health and Wellbeing

Year 10 - Life Beyond School Summer 1

Lesson

Rights and Responsibilities - 01 - Insta and TikTok Generation
Rights and Responsibilities - 02 - Targeted Advertising and Your Data
Rights and Responsibilities - 03 - What is Marriage
Rights and Responsibilities - 04 - Rights and Responsibilities
Rights and Responsibilities - 05 - Consumer Rights
Rights and Responsibilities - 06 - Employment Rights
Rights and Responsibilities - 07 - Exploring a Pay Check

Year 11 - Relationships and Sex Education Spring 2 Drop down day

Lesson

Sexual Health - 01 - Peer on Peer Abuse
Sexual Health - 02 - Fertility and What Impacts it
Sexual Health - 03 - Alcohol, Parties and Bad Choices
Sexual Health - 04 - Importance of Sexual Health
Sexual Health - 05 - Revisiting STIs
Sexual Health - 06 - Revisiting Contraception
Sexual Health - 07 - Respect, Love and Relationships
Sexual Health - Supporting Resources
Quiz - HIV and AIDS - Sexual Health
Unit Assessment - Sexual Health
Workbook - Sexual Health

Year 11 - Staying Safe, Online & Offline Autumn 2

Lesson

Staying Safe - 01 - Virtual Reality and Live Streaming
Staying Safe - 02 - Online Reputation and Digital Footprints
Staying Safe - 03 - Group Chats & Anti-Bullying
Staying Safe - 04 - Cosmetic and Aesthetic Procedures
Staying Safe - 05 - New Psychoactive Substances
Staying Safe - 06 - Festivals and Nitrous Oxide

Staying Safe - 07 - Substance Addiction

Staying Safe - Supporting Resources

Quiz - NPS Festivals and Drugs

Unit Assessment - Staying Safe

Workbook - Staying Safe

Year 11 - Health & Wellbeing Spring 1

Lesson

Adult Health and Looking After Yourself - 01 - Organ and Blood Donation

Adult Health and Looking After Yourself - 02 - Teenage Pregnancy Choices

Adult Health and Looking After Yourself - 03 - Abortion Laws, Morals and Ethics

Adult Health and Looking After Yourself - 04 - Parenthood for Teenagers

Adult Health and Looking After Yourself - 05 - Testicular and Prostate Cancer

Adult Health and Looking After Yourself - 06 - Breast Cancer, Cervical Cancer & Screening

Adult Health and Looking After Yourself - 07 - Love and Abuse

Adult Health and Looking After Yourself - Supporting Resources

Quiz - Mental Health

Unit Assessment - Adult Health and Looking After Yourself

Workbook - Adult Health and Looking After Yourself

Year 11 - Life Beyond School Summer 1

Lesson

Your Future and Beyond - 01 - Screen Addiction and Studying

Your Future and Beyond - 02 - Post 16 Options [Careers events](#)

Your Future and Beyond - 03 - Exam Stress and Anxiety (2 Hours) [Assemblies](#)

Your Future and Beyond - 04 - Social Media Vs Real Life [Assemblies](#)

Your Future and Beyond - 05 - CV Writing [Careers events](#)

Your Future and Beyond - 06 - Writing a Personal Statement [Careers events](#)