



Relationships and Sex Education and Health Education (RSHE) Policy

Implementation date:		March 2021	
Last review date:		July 2026	
Next review date:		July 2028	
Review cycle:		Every 2 years	
Statutory policy:		Yes	
Date:	Version	Reason for change	Source
08.05.26	V3.1	Statutory guidance updated July 2025 for implementation September 2026.	D Lowbridge-Ellis MBE

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 (RSE) and Health Education at Trust Schools.
- 1.2 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.
- 1.3 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 thriving as 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

Primary academies must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Secondary academies must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Teaching on biological sex and gender reassignment focuses on facts and the law.

4. DEFINITION

4.1 Relationships and Sex Education and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

5.1 At Matrix Academy Trust we acknowledge 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 Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

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

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

5.5 Science, computing and physical education will complement some of the topics covered in Relationships and Sex and Health Education.

- 5.6 Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- 5.7 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. This may involve asking the pupil to speak to parents or a trusted adult and/or signposting to support services. Where questions arise specifically around sex education which are outside of the remit of our delivery, we will thank pupils for their question and encourage them to have a conversation at home. We will also ensure pupils are aware that some sex education content will be covered at a more appropriate time in secondary provision.
- 5.8 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.

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

- 6.1 RSHE will be accessible for all pupils.
- 6.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.
- 6.3 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.
- 6.4 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.

7. PARENTS' RIGHT TO WITHDRAW

- 7.1 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.

7.2 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).

7.3 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. Appropriate alternative work will be given to pupils who are withdrawn from Sex Education. There is no right to withdraw from Relationships Education or Health Education.

8. WORKING WITH EXTERNAL AGENCIES

8.1 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.

8.2 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.

8.3 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.

8.4 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.

9. 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, 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 We ensure children are aware of where they can report any concerns to external services if they do not feel comfortable talking to school staff.

10.5 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.

10. 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.

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 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 Staff feedback plays an important role in supporting the delivery and review of RSHE.

13. CURRICULUM CONTENT

Our RSE curriculum is set out as per Appendices 1 2 and 3.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will share all curriculum materials with parents and carers on request.

As a minimum, the statutory curriculum content will be taught, as listed in the [statutory guidance](#) and reproduced in Appendices 1 and 2. Appendix 3 shows how each school's specific curriculum.

Appendix 1 Primary

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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 others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2 Secondary

Secondary health and wellbeing curriculum content

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

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting 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 others' mental and physical wellbeing.
2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. 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.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system Curriculum

content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹
3. The purpose of defibrillators, when one might be needed and who can use them.

¹ Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Personal Development Curriculum Overview 2026-27

 OUR PERSONAL DEVELOPMENT CURRICULUM creates confident, resilient individuals, ready to thrive in society. WE PROMOTE THE FUNDAMENTAL BRITISH VALUES DEMOCRACY We encourage pupils to have a voice and take part in decisions that affect them. THE RULE OF LAW We help pupils understand the importance of laws, rules and taking responsibility for their actions. INDIVIDUAL LIBERTY We support pupils to make their own choices, know their rights and develop independence and self-confidence. MUTUAL RESPECT We promote respect for others, tolerance of different beliefs and positive relationships. TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS We celebrate diversity and encourage understanding and acceptance of others.	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.
---	---



Personal Development Curriculum Endpoints 2026-27

our personal development curriculum develops confident, resilient individuals ready to thrive in society.

Year 7 PSHE Curriculum Endpoints

Our Year 7 PSHE curriculum supports pupils as they transition into secondary school, helping them develop the knowledge, skills and confidence to make safe, informed and responsible choices. Learning is delivered through discussion, reflection and practical activities, with links to Relationships, Sex and Health Education (RSHE), Citizenship, economic wellbeing and SMSC development.

Unit	Topics Covered	End Points (What pupils will know and be able to do by the end of the unit)	Curriculum Links

1. Healthy Minds, Healthy Lives	Healthy minds and wellbeing; Barr Beacon values; getting to know people; community; careers and the future; sleep and relaxation; proud to be me; transition points; energy drinks and caffeine	Pupils will understand how to maintain positive mental and physical wellbeing, build respectful relationships, develop a sense of belonging within their community, recognise personal strengths, manage change and transitions, and begin considering future aspirations and careers while making informed health choices.	RSHE: Mental wellbeing, healthy lifestyles. Citizenship: Community participation. Economic Literacy: Career awareness. SMSC: Self-awareness, belonging, resilience.
2. Developing Bodies	Physical development; introduction to puberty; girls' puberty and periods; boys' puberty; personal hygiene; growing up; self-esteem; tooth decay	Pupils will understand the physical and emotional changes of puberty, appreciate that development happens at different rates, know how to maintain personal hygiene and oral health, and develop confidence and self-respect during adolescence.	RSHE: Changing adolescent body, physical health, mental wellbeing. SMSC: Personal development and respect for self and others.
3. Smart, Safe, Secure	Avoiding gangs and criminal behaviour; online safety; gaming, grooming and addiction; knife crime; nicotine and smoking; vaping and shisha	Pupils will recognise risks to their safety both online and offline, understand exploitation and criminal influences, identify the dangers of smoking and vaping, and know practical strategies to keep themselves safe and seek support when needed.	RSHE: Personal safety, online safety, drugs and tobacco education. Citizenship: Law and responsibility. SMSC: Moral decision-making.
4. Rights, Responsibilities and British Values	British Values; Desert Island activities; law making; prison reform; living in modern Britain	Pupils will understand democracy, the rule of law, individual liberty, mutual respect and tolerance, appreciate how communities function, understand how laws are created and enforced, and reflect on fairness, justice and active citizenship in modern Britain.	Citizenship: Democracy, justice and civic participation. RSHE: Respectful behaviour. SMSC: Moral, social and cultural understanding.
5. Living in Modern Britain	Consent and boundaries; respect in relationships; friendships; online relationships; masculinity; peer pressure; being positive	Pupils will recognise the features of healthy and respectful relationships, understand consent and personal boundaries, manage peer influence, build positive friendships online and offline, challenge stereotypes and develop resilience and emotional wellbeing.	RSHE: Families and relationships, consent, online relationships, mental wellbeing. SMSC: Respect, empathy and inclusion.
6. Choices, Change and Careers	Careers; jobs market; guess my job; role models; self-awareness and transitions; banks vs building societies; responsible spending; assessment review	Pupils will explore future education and employment pathways, identify personal skills and aspirations, understand different careers and financial institutions, develop responsible money management habits, and reflect on the knowledge and skills gained throughout the year.	Economic Literacy: Financial capability and careers education. Citizenship: Economic participation. RSHE: Preparing for adult life. SMSC: Aspiration and responsible decision-making.

Year 8 PSHE Curriculum Endpoints

In Year 8, pupils build on the foundations established in Year 7 by exploring more complex issues surrounding mental health, healthy relationships, identity, online safety and preparing for adulthood. The curriculum encourages students to think critically about the influence of technology and social media, recognise and challenge prejudice and discrimination, understand personal safety in a wider range of contexts, and develop greater independence in career planning and financial decision-making. Throughout the year, pupils continue to develop the knowledge, skills and confidence needed to make informed, respectful and responsible choices in line with statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.

Unit	Topics Covered	End Points (What pupils will know and be able to do by the end of the unit)	Curriculum Links
1. Healthy Minds, Healthy Lives	Barr Beacon values and wellbeing; health and wellbeing; mental health; positive body image; child abuse; types of bullying; healthy eating and cholesterol; stress management	Pupils will understand the importance of protecting their mental and physical health, recognise signs of poor wellbeing and abuse, develop positive body image and self-worth, identify bullying behaviours, and apply healthy coping strategies to manage stress and maintain wellbeing.	RSHE: Mental wellbeing, healthy lifestyles, keeping safe. Citizenship: Respect and safeguarding awareness. SMSC: Self-awareness, resilience and empathy.
2. Relationships and Sex Education	Relationships and sexual health; being yourself and selflove; healthy and respectful relationships; what is love; sexual orientation; contraception; assessment review	Pupils will understand the characteristics of healthy relationships, appreciate diversity in sexual orientation and identity, recognise the importance of respect and consent, understand basic contraceptive methods in an age-appropriate context, and value self-respect and personal wellbeing.	RSHE: Families and relationships, intimate relationships, sexual health, equality and inclusion. SMSC: Respect and understanding of diversity.
3. Smart, Safe, Secure	Deepfakes and AI-generated imagery; AI chatbots and scams; algorithms; County Lines; substance misuse; online grooming and child exploitation	Pupils will critically evaluate online content, understand emerging digital risks including artificial intelligence and scams, recognise exploitation and criminal manipulation such as County Lines, understand the risks associated with substance misuse, and know how to seek help to stay safe.	RSHE: Online safety, drugs and alcohol, personal safety. Citizenship: Crime prevention and digital responsibility. SMSC: Ethical decision-making and safeguarding.
4. Rights, Responsibilities and British Values	Loneliness; bullying or banter; peer pressure and risktaking; personal safety; safety in public spaces; respect for women and sexist jokes; living in modern Britain	Pupils will recognise the impact of loneliness and harmful social behaviours, distinguish between humour and harmful conduct, understand peer influence and personal safety, challenge sexism and inappropriate behaviour, and appreciate their rights and responsibilities as respectful members of society.	Citizenship: Rights, responsibilities and democratic values. RSHE: Respectful relationships and personal safety. SMSC: Moral reasoning and social responsibility.

5. Living in Modern Britain	Identity; multicultural Britain; kindness; breaking down stereotypes; learning disabilities; prejudice and discrimination; challenging Islamophobia	Pupils will explore personal and shared identities, celebrate diversity within modern Britain, challenge stereotypes and discrimination, recognise the value of inclusion and kindness, and understand the importance of respecting people from all backgrounds and abilities.	Citizenship: Equality, diversity and inclusion. RSHE: Respectful relationships. SMSC: Cultural awareness, inclusion and mutual respect.
6. Choices, Change and Careers	Labour Market Information (LMI); careers journey; university versus apprenticeships; stereotypes in employment; branch versus online banking; budgeting and debt; assessment review	Pupils will develop an understanding of labour market trends and future pathways, compare post-16 and post-18 opportunities, challenge career stereotypes, understand modern banking options, manage simple budgets responsibly and recognise the consequences of debt while planning positively for their futures.	Economic Literacy: Careers education, financial capability and budgeting. Citizenship: Economic participation. RSHE: Preparing for adult life. SMSC: Aspiration, responsibility and informed decisionmaking.

Year 9 PSHE Curriculum Endpoints			
In Year 9, pupils deepen their understanding of health, relationships, citizenship and preparation for adult life as they approach Key Stage 4. The curriculum explores more complex topics such as sexual health, equality and discrimination, substance misuse, extremism, consumer awareness and work-related skills. Students are encouraged to think critically, evaluate risk, challenge prejudice and make informed decisions that promote their wellbeing and contribute positively to society. Learning continues to align with statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.			
Unit	Topics Covered	End Points (What pupils will know and be able to do by the end of the unit)	Curriculum Links

1. Healthy Minds, Healthy Lives	Barr Beacon values and wellbeing; body confidence; changing self-esteem; bullying in all its forms; dealing with loss; media and airbrushing; cancer prevention; healthy lifestyles; the impact of drugs	Pupils will understand how self-esteem evolves during adolescence, recognise the effects of bullying and unrealistic media portrayals, develop healthy coping strategies for loss and change, appreciate the role of lifestyle choices in reducing health risks such as cancer, and make informed decisions about drug-related harms and wellbeing.	RSHE: Mental wellbeing, healthy lifestyles, bullying prevention. Citizenship : Personal responsibility. SMSC : Resilience, empathy and self-awareness.
2. Choices, Change and Careers	Skills audit; work experience; work-life balance; smart consumer choices; value for money; financial decisionmaking; responsible consumer behaviour; assessment review	Pupils will identify their personal strengths and employability skills, prepare for work experience and future careers, understand the importance of balancing work and wellbeing, evaluate financial products and purchasing decisions, and develop the knowledge needed to become responsible consumers and financially informed adults.	Economic Literacy: Employability, consumer awareness and financial capability. Citizenship : Economic participation. RSHE : Preparing for adult life. SMSC : Aspiration, responsibility and reflective decisionmaking.
3. Smart, Safe, Secure	Conspiracy theories; forms of extremism; terrorism; war and conflict; radicalisation; counter-terrorism	Pupils will develop critical thinking skills to evaluate misinformation and conspiracy theories, understand the risks posed by extremism and radicalisation, recognise how individuals may be exploited, and appreciate the role of democratic institutions and law enforcement in protecting communities.	RSHE: Online safety and safeguarding. Citizenship : Democracy, rule of law and national security. SMSC : Critical thinking and moral responsibility.
4. Rights, Responsibilities and British Values	Drug classifications; substance addictions; cannabis products; party drugs and illegal drugs; volatile substance abuse	Pupils will understand the legal classifications and health risks associated with different substances, recognise the impact of addiction on individuals and communities, evaluate risk-taking behaviours, and make informed decisions that promote safety and responsibility.	RSHE: Drugs, alcohol and tobacco education. Citizenship : Law, responsibility and public health. SMSC : Ethical decision-making and personal responsibility.
5. Living in Modern Britain	Equality Act 2010; LGBTQ+ identities; LGBTQ+ rights around the world; gender equality; ableism and disability discrimination; removing barriers; racism and discrimination in society	Pupils will understand the principles of equality and protected characteristics in UK law, appreciate the diversity of modern society, recognise discrimination and its impact, challenge prejudice and stereotypes, and promote inclusion, dignity and respect for all.	Citizenship : Equality, human rights and democratic values. RSHE : Respectful relationships and inclusion. SMSC : Cultural understanding, social responsibility and mutual respect.
6. Relationships and Sex Education	Reproductive anatomy; sexually transmitted infections (STIs); STI treatment; contraception; condoms; HIV and AIDS; prejudice and discrimination relating to HIV; assessment review	Pupils will understand key aspects of sexual and reproductive health, including anatomy, contraception and protection from STIs, recognise how infections such as HIV can be managed, challenge stigma and discrimination, and appreciate the importance of respectful, informed and responsible decision-making in relationships.	RSHE: Intimate and sexual relationships, sexual health, respectful relationships. SMSC : Respect, inclusion and informed choices.

Year 10 PSHE Curriculum Endpoints			
In Year 10, pupils prepare for the transition into adulthood by exploring complex issues that affect their health, relationships, personal safety and future choices. The curriculum develops students' understanding of healthy and unhealthy relationships, safeguarding, sexual and reproductive health, media influence, financial responsibility and post-16 pathways. There is a strong emphasis on critical thinking, informed decision-making and knowing how to access support, enabling young people to navigate an increasingly complex world with confidence and resilience. Learning is aligned with statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.			
Unit	Topics Covered	End Points (What pupils will know and be able to do by the end of the unit)	Curriculum Links
1. Healthy Minds, Healthy Lives	Barr Beacon values and wellbeing; child sexual abuse awareness; screen time; masculinity and misogyny; first aid; promoting emotional wellbeing; financial abuse and controlling relationships; personal safety	Pupils will recognise factors that support positive mental and physical health, understand safeguarding concerns including abuse and coercive control, critically evaluate the influence of digital media and gender stereotypes, develop basic first aid awareness, and identify strategies to keep themselves and others safe.	RSHE: Mental wellbeing, healthy lifestyles, personal safety and safeguarding. Citizenship: Rights and responsibilities. SMSC: Resilience, empathy and ethical decision-making.
2. Relationships and Sex Education	Gynaecological health; healthy behaviours in pregnancy; sextortion; dangers of virginity testing; ending relationships respectfully; positive male role models; online misogyny and incel ideology; assessment review	Pupils will develop an informed understanding of sexual and reproductive health, recognise abusive and exploitative behaviours including sextortion and harmful cultural practices, understand how healthy relationships begin and end respectfully, and critically examine harmful gender stereotypes while promoting respect and equality.	RSHE: Intimate relationships, sexual health, consent, safeguarding and respectful relationships. SMSC: Inclusion, dignity and respect.
3. Smart, Safe, Secure	Honour-based violence; forced marriage; breast ironing; online gaming and gambling; social media validation; modern slavery; causes of knife crime	Pupils will recognise forms of exploitation and abuse, understand legal protections and safeguarding measures, evaluate the risks associated with gambling and excessive online behaviours, appreciate the harms of modern slavery and serious violence, and know how to seek help for themselves or others.	RSHE: Personal safety and online safety. Citizenship: Law, justice and safeguarding. SMSC: Moral reasoning and social responsibility.
4. Rights, Responsibilities and British Values	Critical thinking and fake news; hate crime; human rights; democracy; mutual respect and tolerance; individual liberty	Pupils will strengthen their ability to evaluate information critically, understand the importance of democratic participation and human rights, recognise hate crime and discrimination, and appreciate the values of mutual respect, tolerance and individual liberty within modern British society.	Citizenship: Democracy, justice, rights and responsibilities. RSHE: Respectful relationships. SMSC: Moral, social and cultural development.

5. Living in Modern Britain	Role of a GP; role of a pharmacist; local healthcare services; antimicrobial resistance; civil marriage; unhealthy weight gain and associated risks; first aid	Pupils will understand how to access healthcare services appropriately, recognise the importance of responsible medicine use and antimicrobial stewardship, appreciate legal aspects of civil marriage, make informed choices about maintaining a healthy weight, and consolidate essential first aid knowledge.	RSHE: Physical health, healthcare and healthy lifestyles. Citizenship: Accessing public services. SMSC: Personal responsibility and informed citizenship.
6. Choices, Change and Careers	Post-16 options; is your future really your choice?; researching pathways; loans, credit cards and savings; APR; loan sharks; payday loans; assessment review	Pupils will evaluate education, training and employment pathways after Year 11, recognise influences on career decision-making, research opportunities independently, understand borrowing and saving products, compare financial risks and benefits, and identify unsafe lending practices while developing responsible money management skills.	Economic Literacy: Financial capability, careers education and consumer awareness. Citizenship: Economic participation and informed decision-making. RSHE: Preparing for adult life. SMSC: Aspiration, independence and responsibility.

Year 11 PSHE Curriculum Endpoints			
In Year 11, pupils consolidate the knowledge and skills developed throughout secondary school while preparing for examinations, greater independence and life beyond compulsory education. The curriculum focuses on informed decision-making in relationships, physical and mental health, online safety, citizenship and financial capability. Students also explore post-16 progression, employability and ethical issues, equipping them with the confidence to make responsible choices and contribute positively to society. Learning is aligned with statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.			
Unit	Topics Covered	End Points (What pupils will know and be able to do by the end of the unit)	Curriculum Links

1. Healthy Minds, Healthy Lives	Barr Beacon values and wellbeing; organ and blood donation; teenage pregnancy choices; mental illness; teenage parenthood; testicular and prostate cancer; breast and cervical cancer; screening; love and abuse	Pupils will understand how to maintain positive mental and physical health, recognise common mental illnesses and routes to support, appreciate the importance of cancer awareness and screening, evaluate the responsibilities associated with parenthood, understand choices surrounding pregnancy, and recognise the difference between healthy and abusive relationships.	RSHE: Mental wellbeing, physical health, changing adolescent body, intimate relationships and safeguarding. Citizenship: Informed decision-making and community responsibility. SMSC: Empathy, resilience and ethical awareness.
2. Choices, Change and Careers	Writing a CV; mock interviews; careers fair; developing a careers profile; buying a home and housing alternatives; hire purchase (HP); bankruptcy; smart consumer choices; examinations preparation	Pupils will prepare effectively for post-16 education, training and employment by producing application materials, practising interview skills and exploring career pathways. They will also develop financial literacy by understanding housing options, borrowing and insolvency, and make informed consumer decisions while planning confidently for the future.	Economic Literacy: Employability, personal finance and consumer awareness. Citizenship: Economic participation. RSHE: Preparing for adult life. SMSC: Aspiration, independence and responsibility.
3. Smart, Safe, Secure	Social media versus real life; screen addiction and studying; online misinformation; cyberflashing; unsolicited images; upskirting; peer-on-peer abuse in schools	Pupils will critically evaluate digital media, develop healthy technology habits, recognise illegal and harmful online behaviours, understand the law relating to image-based abuse, and know how to report concerns and seek appropriate support to protect themselves and others.	RSHE: Online relationships, personal safety and safeguarding. Citizenship: Digital responsibility and the rule of law. SMSC: Critical thinking and responsible participation.
4. Rights, Responsibilities and British Values	Justice; media literacy and digital resilience; music, violence and influence; moral and ethical decision-making; abortion law, ethics and debate	Pupils will explore how justice operates in society, strengthen media literacy skills, examine the influence of culture and media on attitudes and behaviour, and engage respectfully with complex moral and ethical issues while appreciating differing viewpoints and the legal framework within the UK.	Citizenship: Democracy, justice, rights and responsibilities. RSHE: Respectful discussion of sensitive issues. SMSC: Moral reasoning, critical thinking and cultural understanding.
5. Relationships and Sex Education	Peer-on-peer abuse; fertility and factors affecting fertility; alcohol, parties and risk-taking; importance of sexual health; revisiting sexually transmitted infections (STIs); targeted advertising and personal data	Pupils will understand how to build safe and respectful relationships, recognise abusive behaviours among peers, appreciate the importance of sexual health and fertility awareness, evaluate the impact of alcohol on decision-making, and critically consider how personal data and advertising can influence behaviour online.	RSHE: Respectful relationships, sexual health, consent, online safety and safeguarding. SMSC: Respect, responsibility and informed choices.

Year 12 PSHE Curriculum Endpoints

In Year 12, students further develop the knowledge, skills and confidence needed to thrive as independent young adults. The curriculum focuses on healthy relationships, emotional wellbeing, financial resilience, ethical decision-making and future career planning, including higher education and employment pathways. Students are encouraged to think critically, evaluate risk, manage increasing responsibilities and make informed choices as they prepare for life beyond sixth form. Learning is informed by statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.

Unit	Topics Covered	End Points (What students will know and be able to do by the end of the unit)	Curriculum Links
1. Healthy Minds, Healthy Lives	Building healthy relationships; importance of friends and family; online dating and personal safety; emotional intimacy; avoiding toxic friendships; power imbalances in relationships; managing relationship breakdowns; safety for new learner drivers	Students will understand the characteristics of healthy and unhealthy relationships, appreciate the importance of supportive social networks, recognise coercive or imbalanced relationship dynamics, manage relationship changes respectfully, stay safe when forming relationships online and understand key responsibilities associated with learning to drive.	RSHE: Mental wellbeing, respectful relationships, personal safety. Citizenship: Personal responsibility. SMSC: Emotional maturity, empathy and resilience.
2. Relationships and Sex Education	Pornography; masculinity and misogyny; sexual health; contraception; revisiting sexually transmitted infections (STIs); respect in relationships; abortion	Students will critically evaluate the influence of pornography and harmful gender stereotypes, understand the importance of sexual health and contraception, recognise how to reduce the risk of STIs, appreciate the principles of respectful relationships, and engage thoughtfully with ethical and legal issues surrounding abortion.	RSHE: Intimate relationships, sexual health, consent and respect. SMSC: Ethical reasoning and inclusion.
3. Smart, Safe, Secure	Financial resilience; choosing a bank; savings options; responsible credit card use; mortgages; debt spirals	Students will develop practical financial capability by comparing banking products, understanding saving and borrowing options, using credit responsibly, recognising the long-term implications of mortgages and avoiding unmanageable debt through informed financial planning.	Economic Literacy: Personal finance, banking and credit. Citizenship: Economic participation. SMSC: Responsibility and informed decisionmaking.
4. Rights, Responsibilities and British Values	Euthanasia; animal welfare; environmental stewardship; death and the afterlife; origins of the universe	Students will explore a range of philosophical, ethical and societal issues, evaluate differing viewpoints respectfully, consider the responsibilities individuals have towards animals and the environment, and develop reasoned arguments while appreciating diversity of belief and opinion.	Citizenship: Rights, ethics and public debate. SMSC: Spiritual, moral and cultural development, critical thinking.

5. Wellbeing	Depression; stress and performance; anxiety; coercion and controlling behaviour; sleep hygiene and mental health	Students will recognise common mental health challenges, identify strategies for managing stress and anxiety, understand the impact of sleep on wellbeing and performance, recognise controlling behaviours in relationships and know when and how to seek appropriate support.	RSHE: Mental wellbeing, healthy lifestyles and safeguarding. SMSC: Self-awareness, resilience and personal development.
6. Choices, Change and Careers	UCAS and careers planning; overcoming career setbacks; decision fatigue; using AI to support career planning; learning from career journeys; long-term career goals; entrepreneurship and teamwork; work-life balance	Students will make informed decisions about higher education, apprenticeships and employment, reflect on long-term aspirations, use digital tools such as AI responsibly to support career research, understand entrepreneurial opportunities, respond positively to setbacks and develop strategies for achieving a sustainable work-life balance.	Economic Literacy: Careers education, enterprise and employability. Citizenship: Economic participation. RSHE: Preparing for adult life. SMSC: Aspiration, independence and reflective decision-making.

Year 13 PSHE Curriculum Endpoints

In Year 13, students prepare for the transition into higher education, apprenticeships, employment and independent adulthood. The curriculum focuses on responsible decisionmaking, maintaining healthy relationships, financial independence, personal wellbeing and managing significant life transitions. Students revisit key themes from earlier years with greater depth and maturity, ensuring they are equipped with the knowledge, skills and confidence to navigate adult life safely, ethically and successfully. Learning is informed by statutory Relationships, Sex and Health Education (RSHE), Citizenship education, economic wellbeing and SMSC development.

Unit	Topics Covered	End Points (What students will know and be able to do by the end of the unit)	Curriculum Links
1. Healthy Minds, Healthy Lives	Alcohol awareness; vape spiking; decision-making and accountability; stress awareness; first aid; discussing difficult or taboo topics; breastfeeding and menstruation; challenges of parenting	Students will understand the impact of alcohol misuse and spiking risks, make informed and accountable decisions, apply basic first aid knowledge, discuss sensitive health topics with confidence and respect, appreciate the realities and responsibilities of parenting, and use strategies to manage stress and maintain wellbeing.	RSHE: Mental wellbeing, physical health, personal safety and healthy lifestyles. Citizenship: Personal responsibility. SMSC: Resilience, empathy and ethical decision-making.
2. Choices, Change and Careers	Exam stress; stress and performance; revision strategies; preparation for life beyond sixth form	Students will develop effective strategies for managing examination pressure, understand the relationship between wellbeing and performance, apply evidence-informed revision techniques and prepare confidently for the transition into higher education, apprenticeships or employment.	RSHE: Mental wellbeing and preparing for adulthood. Economic Literacy: Employability and lifelong learning. SMSC: Resilience, independence and personal responsibility.
3. Smart, Safe, Secure	Job security; online scams; young people and debt; financial abuse in relationships; managing life transitions; body image, body modification and appearance versus reality	Students will identify common financial and digital risks, recognise signs of economic abuse and exploitation, understand how employment circumstances can change over time, manage significant life transitions with resilience, and critically evaluate societal pressures relating to appearance and body image.	Economic Literacy: Financial resilience and consumer awareness. RSHE: Online safety and healthy relationships. SMSC: Critical thinking and self-awareness.

4. Rights, Responsibilities and British Values	Religious freedom; Christian teachings about wealth; giving to those in need; Christianity, crime and punishment; exploitation of poverty	Students will explore ethical and philosophical perspectives on wealth, justice and social responsibility, understand the importance of freedom of religion and belief, evaluate differing viewpoints respectfully and reflect on their own responsibilities towards creating a fair and inclusive society.	Citizenship: Rights, democracy and social responsibility. SMSC: Spiritual, moral, social and cultural development.
5. Relationships and Sex Education	Routes to parenthood; unintended pregnancy and available options; fertility and influencing factors; pregnancy, parenthood and employment; menstrual charting; consent and boundaries; revisiting contraception	Students will understand different pathways to becoming a parent, recognise factors affecting fertility, appreciate the legal and practical implications of pregnancy and employment, understand consent and healthy boundaries, and make informed decisions about contraception and sexual health while respecting differing values and perspectives.	RSHE: Sexual health, consent, family life and preparing for adulthood. SMSC: Respect, responsibility and informed ethical discussion.