



RSHE POLICY

PERSONAL DEVELOPMENT

(DRAFT)

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Our Aim

The aim of the Personal Development Curriculum is to equip individuals with the knowledge and skills to make informed decisions in developing personal well-being, health, and economic understanding, preparing individuals to manage their lives effectively and make responsible choices. It seeks to develop an understanding and respect for diverse beliefs, encouraging spiritual growth and moral reflection, while promoting empathy and tolerance within communities. To empower individuals to become informed, responsible, and active members of our society, fostering an understanding of rights, responsibilities, and the importance of contributing positively to the wider world.

Our Citizenship curriculum helps students understand their rights and responsibilities as citizens, promoting respect for democracy, the rule of law, and diversity. It encourages active community participation, tolerance, and ethical decision-making, empowering students to contribute positively to society.

Our SMSC curriculum educates our students with core values, promoting a holistic approach to learning, encouraging the growth of social responsibility, moral integrity, spiritual awareness, and cultural understanding.

Religious Education gives students knowledge of major world religions, fostering respect and empathy. It supports spiritual growth and critical thinking about beliefs and their impact, helping students appreciate cultural diversity and engage respectfully with others.

Within our RSHE Curriculum we aim to provide accurate information about human development, relationships, and sexual health, fostering safe, respectful, and informed choices about personal relationships. The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Reflect and support the school's ethos and values by promoting respect, inclusivity, and personal wellbeing

Our Careers curriculum, alongside the extensive wider opportunities offer, promotes personal growth and development through the Temple Analogy. The 8 pillars include Arts & Culture, Performing Arts, Global Citizenship, Careers, Enrichment, Expeditions, Sport, and Wellbeing; promoting leadership, community engagement, and creativity, fostering well-rounded individuals ready to succeed in higher education and ultimately excel in their professional careers. This holistic approach ensures that students not only gain academic knowledge but also develop key skills, resilience, and experiences essential for thriving in a diverse range of career paths.

Ethos & Values

One of the core aims is to help students develop feelings of self-respect, confidence, and empathy for others. It promotes emotional well-being and encourages students to engage in respectful, sensitive discussions about citizenship, diversity, identity, relationships, and sexuality, fostering a positive and open culture around these topics.

The overall aim of the Personal Development Curriculum is to nurture well-rounded, critical thinkers who are socially responsible, emotionally resilient, and respectful of diversity. It equips students with the tools to make informed decisions, build healthy relationships, and contribute positively to society, while fostering self-confidence, empathy, and an understanding of their role as global citizens. By preparing students for life's challenges, we lay the foundation for them to thrive academically, personally, and socially in an ever-evolving world.

Statutory Requirements

As an academy all through school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we adhere to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). (Updated 2021)

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the [Education Act 1996](#)
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At The Sydney Russell School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships & Sex Education

The curriculum prepares students for key life transitions, including puberty and the challenges of adulthood. By providing a stable foundation, it ensures that students are equipped for the Secondary Relationships Sex Education Framework, enabling them to navigate their sexual development with confidence and a focus on health and hygiene. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Religious Education

Provide a Framework for Discussions | We create an environment where discussions on ALL beliefs take place in a respectful, informative and thoughtful manner. We encourage students to discuss and embrace diversity within the school and local community.

Promote Religious Diversity and Empathy | We provide a platform where religious diversity is embraced and celebrated through cultural events.

Cultivate a Positive Culture around Religion | The curriculum fosters an inclusive, respectful approach to diversity and individuality.

RSE Curriculum

Our RSE curriculum is set out as per Curriculum Map, but we may need to adapt it as and when necessary.

We have developed the curriculum in **consultation with parents/carers, pupils and staff**, and taking into account the **age, developmental stage, needs and feelings** of our pupils. 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.

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

Primary sex education is NOT compulsory in primary schools but we believe it is really important as it will help our pupils develop a healthy understanding of their bodies, personal boundaries, and relationships from an early age. It equips them with the knowledge and confidence to ask questions, understand changes during puberty, and recognize the importance of respect and consent. Providing this education early lays the

foundation for positive attitudes towards health, safety, and wellbeing as they grow, helping to protect them from misinformation and enabling them to make informed decisions in the future.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our curriculum, **see** our **curriculum map**.

Delivery of RSE

RSE is taught within the **Personal Development** Curriculum. Biological aspects of RSE are taught within the **Science** curriculum, and other aspects are included in **Physical Education**.

Provide a Safe Framework for Discussions | We create an environment where sensitive topics can take place in a respectful, informative and thoughtful manner.

Prepare Students for Puberty and Sexual Development | By offering students a clear understanding of these natural transitions, we help them approach these changes with confidence, including the importance of health and hygiene.

Promote Self-Respect and Empathy | RSE helps students develop strong self-esteem, as well as empathy and respect for others, empowering them to form healthy, respectful relationships.

Cultivate a Positive Culture around Sexuality and Identity | The curriculum fosters an inclusive, respectful approach to issues of sexuality, identity, and relationships, encouraging students to appreciate diversity and individuality.

Teach Accurate Vocabulary | Students are taught the correct terminology to describe themselves and their bodies, helping them communicate confidently and accurately.

Through RSE and PSHE, we educate our students the knowledge and skills to make healthy choices and maintain both emotional and physical well-being. The curriculum supports their development of self-esteem and the ability to form and sustain respectful, meaningful relationships, whether at home, school, work, or in the wider community.

PRIMARY

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

SECONDARY

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will also give careful consideration to the level of differentiation needed

Equality Act | [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

Protected Characteristics – Our school is committed to fostering an inclusive and respectful learning environment that upholds the principles of equality and diversity. We recognize and celebrate the Protected Characteristics, including age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Through our Personal Development Curriculum, we implement carefully structured lessons that promote respect, empathy, and an appreciation of diversity. We empower students to recognize and challenge discrimination in all forms, ensuring they develop the knowledge and skills to contribute positively to society.

Our approach includes open discussions, real-life case studies, and engaging activities designed to deepen students' understanding of inclusion and equality. By fostering a culture of acceptance and mutual respect, we enable students to become compassionate individuals who support and celebrate differences. This commitment reinforces our dedication to creating a school environment that is welcoming, respectful, and representative of the diverse world in which we live.

Use of Resources

We will consider whether any resources we plan to use:

- ✓ Are aligned with the teaching requirements set out in the statutory RSE guidance
- ✓ Would support pupils in applying their knowledge in different contexts and settings
- ✓ Are age-appropriate, given the age, developmental stage and background of our pupils
- ✓ Are evidence-based and contain robust facts and statistics
- ✓ Fit into our curriculum plan
- ✓ Are from credible sources
- ✓ Are compatible with effective teaching approaches
- ✓ Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations & materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Personal Development Curriculum Planning

Review – The Personal Development team pulled together all relevant information including relevant national and local guidance.

Pupil Consultation – We have consulted the Student Leadership Board & Student Council and shared the curriculum intent for any recommendations.

Curriculum Planning – The Personal Development team pieced together all topics and elements of the national curriculum in line with the world calendar events, the wider opportunities of the school and connections with external organisations to provide meaningful encounters.

National Curriculum | Detailed Breakdown

RSE | [Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

PSHE | [Personal, social, health and economic \(PSHE\) education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Personal_social_health_and_economic_(PSHE)_education_-_GOV.UK.pdf)

CAREERS | [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Careers_guidance_and_access_for_education_and_training_providers.pdf)

CAREERS | [Careers Development Framework \(the CDI.net\)](https://the CDI.net)

CITIZENSHIP | [National Curriculum - Citizenship key stages 3 and 4 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/National_Curriculum_-_Citizenship_key_stages_3_and_4.pdf)

CITIZENSHIP | [Citizenship Key Stage 1 and 2 Department for Education - \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Citizenship_Key_Stage_1_and_2_Department_for_Education_-_publishing.service.gov.uk.pdf)

Roles & Responsibilities

The Governing Board

The governing board will approve the RSE Policy, and hold the Principal to account for its implementation.

The Interim Vice Principal

The Interim Vice Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (**see last page**).

Teaching Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff **do not** have the right to **opt out** of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal. It is the Curriculum Leader and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

Safeguarding

All Staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. The school's **Designated Safeguarding Leads** must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

RSE can address sensitive topics in a way that aligns with students' values, ensuring that they feel supported rather than conflicted. A well-rounded RSE program encourages personal growth and understanding, without compromising individual morals or faith traditions, creating an inclusive learning environment for all.

Parents **do not** have the right to withdraw their children from relationships education.

Parents **have the right** to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the link or QR Code provided on this policy.

Alternative work will be given to pupils who are withdrawn from Sex Education.

[Link](#) | [Parent Form RSE](#) | [Withdrawal from RSE Topic](#)

Alternatively, you can scan the QR Code provided below



Staff Training

We train our staff on curriculum changes and keep them up to date with any new developments informed by the National Curriculum through a structured approach that includes ongoing professional development and collaboration.

CPDL | Staff members participate in regular CPDL (Continuing Professional Development and Learning) sessions that focus on new curriculum content, pedagogy, and assessment practices.

HUB | We also hold HUB meetings, where teachers collaborate and discuss the practical implications of curriculum changes on their teaching strategies.

External Providers | Additionally, we engage with external providers who offer specialised training and insights into best practices, ensuring our staff is equipped with the latest knowledge and skills.

These avenues allow us to collectively discuss, train, and implement curriculum changes, helping teachers effectively adapt their lesson planning to meet evolving educational standards.

Monitoring Arrangements

The delivery of RSE is monitored by the Interim Vice Principal for Personal Development through:

- Curriculum Planning
- Book Scrutinies
- Learning Walks
- Lesson Observation

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

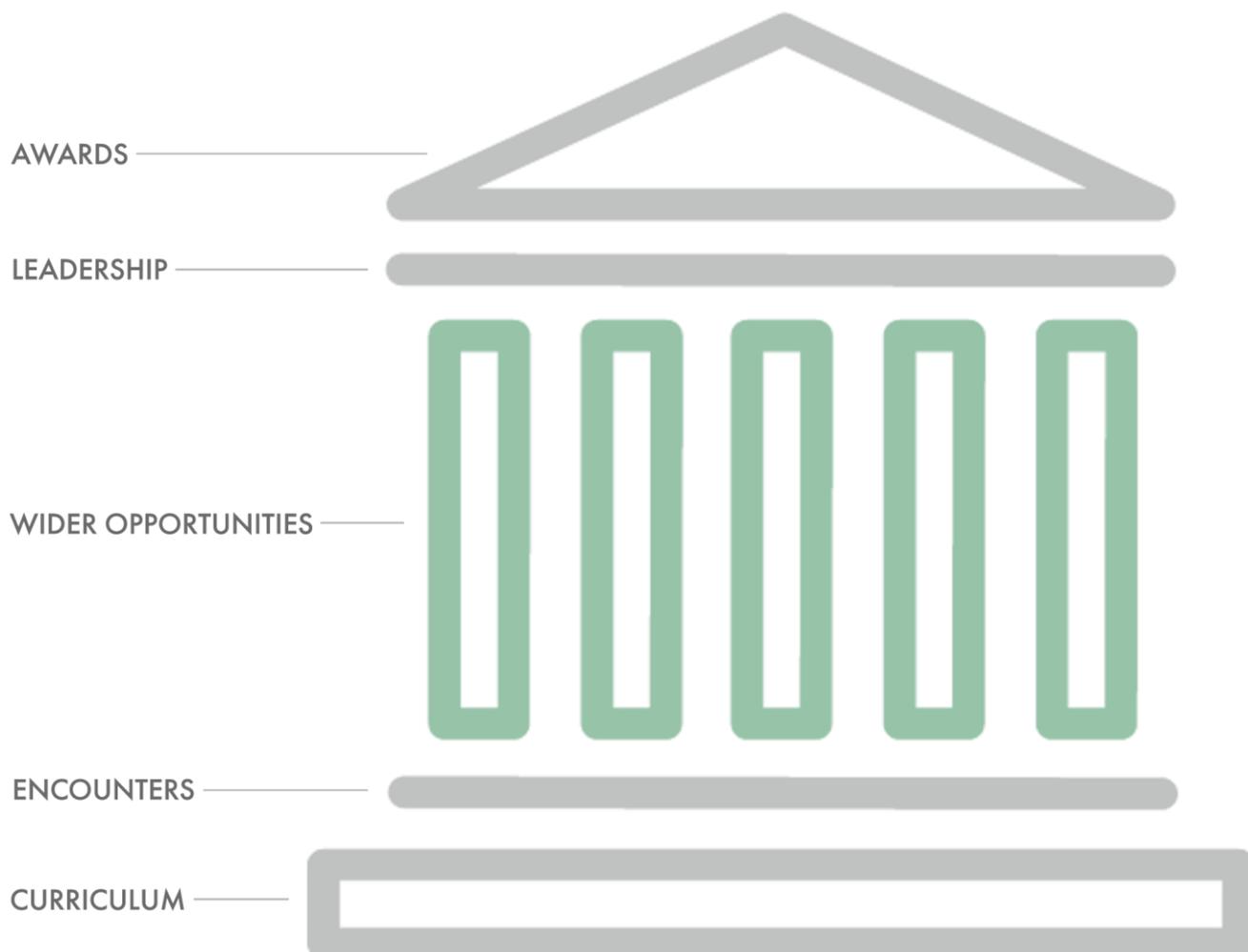
This policy will be reviewed annually by Mr Dimakos, Interim Vice Principal for Personal Development. At every review, the policy will be approved by the governing board and the Principal.

PERSONAL DEVELOPMENT
DELIVERY

Personal Development at SRS

In our school, Student Personal Development is envisioned as a grand temple. The curriculum acts as the strong foundation, grounding students in essential knowledge. The next step is to link their curriculum with meaningful encounters. Following up are the eight pillars, each representing key characteristics such as Arts & Culture, Performing Arts, Global Citizenship, Careers, Enrichment, Adventures & Expeditions, Sport, and Health & Wellbeing. This provides students with wider opportunities to grow holistically. Crowning these pillars are our leadership opportunities, where students integrate their learning and character development, showcasing their readiness to lead and contribute meaningfully to society. This temple analogy emphasizes our commitment to nurturing well-rounded, confident individuals prepared for the challenges of the future.

At Personal Development, we take the curriculum seriously as it is the cornerstone of our educational approach, we recognise its paramount importance. We deliver it in the most creative and engaging manner, utilising a 3D (3-Dimensional) curriculum that ensures our students receive the best possible experience. This is achieved through an integrated approach that includes world calendar events, dynamic lessons, engaging assemblies, form time activities, and extensive extra-curricular programme. As a whole we provide a comprehensive educational experience.



Personal Development Curriculum | Strong Foundations

PSHE (Personal, Social, Health Education) is integral to our curriculum, fostering holistic student development. It covers personal well-being, social skills, and health education, equipping students to lead healthy, balanced lives. PSHE helps students manage emotions, build relationships, and make informed decisions, empowering them to navigate life's challenges with confidence and resilience.

The **Citizenship** curriculum prepares students to be informed, responsible, and active members of society. Covering democracy, justice, rights, and government, it fosters civic duty and social responsibility. Students engage with real-world issues, develop critical thinking, and commit to positive societal contributions.

RSE, or Relationships and Sex Education, is a crucial part of our curriculum that equips students with the knowledge and skills for healthy, respectful relationships. Covering topics like emotional well-being, consent, and sexual health, RSE helps students navigate relationships with confidence and integrity. It empowers them to make informed decisions, respect themselves and others, and build positive connections throughout their lives.

The **Religious Education (RE)** curriculum provides students with an understanding of diverse religious beliefs, practices, and traditions. It fosters respect and open-mindedness, encouraging exploration of various worldviews and their cultural impacts. By examining ethical and philosophical questions, students develop critical thinking skills and a deeper appreciation for global diversity. This curriculum promotes empathy, tolerance, and a sense of shared humanity, preparing students to navigate a multicultural world with respect and understanding.

The **Careers** curriculum prepares students with essential knowledge, skills, and experiences for informed career decisions. It explores diverse career options, develops vital employability skills like communication and teamwork, and offers opportunities for work experience and networking. By engaging with professionals and exploring different paths, students gain valuable insights and confidence in pursuing their career ambitions. Ultimately, the curriculum aims to inspire students, empowering them to achieve their goals and make meaningful contributions to society.

The **Physical and Mental Health** curriculum focuses on promoting overall well-being among students. It covers essential topics such as physical fitness, nutrition, stress management, and mental health awareness. Through this curriculum, students learn the importance of maintaining a healthy lifestyle, both physically and emotionally. They develop practical skills to manage stress, build resilience, and support their mental well-being. By fostering healthy habits and providing resources for self-care, the curriculum aims to empower students to lead balanced lives.

Wider opportunities (Bringing the curriculum to life)

Arts & Culture | The Arts & Culture Pillar is the gateway to creativity and cultural heritage. Our students explore traditions, participate in the Arts Awards, showcase their talents, and engage with leading organizations. They visit museums and galleries, experiencing world-class art and history first-hand. The Arts & Culture Pillar hones their artistic skills and broadens their understanding of the world, enriching their educational journey and personal growth. Connect, create, and celebrate the vibrant world of arts and culture!

Wider Opportunities | Arts Awards, Crafts Club, Crochet Club, Photography Club, Art Club, Museum & Gallery Visits, Heritage Group (Leadership)

Performing Arts | The Performing Arts Pillar allows our students to unleash their performing potential. They immerse themselves into the worlds of music, theatre, and dance. The MiSST Programme gives our students the opportunity to learn, to a higher level, a musical instrument, take part in whole school performances, and experience the thrill of the stage, performing in prestigious halls and on grand stages. They can also engage with renowned organizations, enjoy visits to theatres and operas. The Performing Arts Pillar not only cultivates their artistic abilities but also boosts confidence, teamwork, and creativity.

Wider Opportunities | MiSST Programme (Music in Secondary Schools Trust), MiSST (National/International Tours), Orchestras, Choirs, Bands, Technical Theatre Society. Keyboard Club, Ensembles, Beginner Strings, Whole School Musical, Drama Club, Comedy Club, K-Pop Club, Scholar Scheme (Leadership), Theatre & Opera visits and more...

Global Citizenship | The Global Citizenship Pillar gives the students the ability to become global leaders in dynamic debates, amplify their voices through the Student Council, and develop leadership skills with our Student Leadership programs. They can join the Environment Group to champion sustainability, and the Equalities Working Group to promote inclusivity and justice. They will embrace British values and explore the principles of active citizenship. The Global Citizenship Pillar empowers students to make a positive impact, fostering a sense of responsibility, critical thinking, and global awareness. They are the change-makers and advocates for a better world.

Wider Opportunities | Debating, Magistrates Court Club, Formula 24 e-Racing Club, Student Principal (Leadership), Student Council (Leadership), Environment Group (Leadership), Equalities Working Group (Leadership), Visits to Parliament & Magistrates Courts, Climate Warriors, All Around the World, Reading Buddies, Gardening Club, Languages Club.

Careers | Through the Careers Pillar students gain hands-on experience through work placements with top companies and organizations, and explore diverse future pathways tailored to their ambitions. They participate in Young Enterprise to develop entrepreneurial skills and real-world business insights. Our Careers Pillar equips them with the knowledge, connections, and practical experience needed to navigate their future professional journey with confidence.

Wider Opportunities | Young Enterprise, Visits to Universities & Colleges, Work Experience, Workshops, Careers Fair, Construction, Company Visits.

Enrichment | As part of our Enrichment Pillar, our students enhance their school experience with a wide array of extra-curricular activities that spark their passions and talents. They can participate in exciting House Competitions which build camaraderie and school spirit, explore the wonders of STEM through engaging projects and hands-on learning, and unleash their creativity with our Creative Literacy programs. The Enrichment Pillar offers endless opportunities to grow, learn, and excel beyond the classroom, enriching their educational journey and personal development.

Wider Opportunities | House Cup Competitions & Leadership, STEM Robotics, Chess Club, Manga Society, SYD TV, SYD Talks Podcasting, Cooking Club, Gaming Club, Film Makers Club, Science Club, 16+ Character Building, Creative Literacy, Fine Motor Skills, Lego Club, Board Games, Coding.

Adventures & Expeditions | Students will embark on thrilling journeys within our Adventures & Expeditions Pillar. They will take on the challenge of the Duke of Edinburgh Award, master cycling skills with Bikeability, and create lasting memories on residential trips. They will have the opportunity to connect with the great outdoors during Experience Nature Days, and conquer new heights with rock climbing adventures. This pillar offers exhilarating experiences that build resilience, teamwork, and a spirit of adventure.

Wider Opportunities | Duke of Edinburgh (Bronze, Silver, Gold), Bikeability, Experience Days, Residential (Trewern, Ski), Rock Climbing, Orienteering.

Sport | Students, with the passion for sport, will unlock their potential within our Sport Pillar. They will develop leadership skills, join a variety of sport clubs, including football, rugby, netball, basketball, cricket, athletics, and handball. With endless sports to choose from, they will find the perfect fit to hone their skills, stay active, and build lasting friendships. The Sport Pillar promotes teamwork, discipline, and a healthy lifestyle, offering countless opportunities for personal growth and athletic excellence.

Wider Opportunities | Football, Netball, Basketball, Rugby, Dance Club LXD (Leadership), Cheerleader Squad, Gym, Cricket, Futsal, Athletics, Sports Leaders (Leadership), Panathlon Boccia, Olympic Games and much more.

Health & Wellbeing | Within our Health & Wellbeing Pillar, students will hone their holistic development. They will benefit from personalized mentoring and participate in our comprehensive wellbeing programs designed to support their mental and emotional health. They will collaborate with external organizations to gain valuable insights into healthy lifestyle choices. The Health & Wellbeing Pillar ensures students have the resources and support to lead a balanced, fulfilling life.

Wider Opportunities | Art Therapy, Mentoring, Lego Therapy Club, Workshops & Visits, All About me, Cooking Club, Yoga.

Student Leadership Opportunities

Our school is committed to fostering leadership through the Leadership Programme, providing students with structured sessions to develop essential skills in collaboration, innovation, leadership, and coaching. The 8 pillars serve as guiding principles, offering diverse experiences that empower students to lead with confidence, empathy, and strategic vision and through the Leadership Programme students can capitalise on their transferable skills and lead others.

Our students getting trained through interactive workshops, mentorship programs, and project-based learning, students are trained to effectively collaborate in teams, think creatively, and implement innovative solutions.

Additionally, we focus on coaching techniques, fostering a culture of peer-to-peer support, and encouraging students to lead initiatives that drive positive impact within and beyond the academic environment. This holistic approach equips students with the adaptability and resilience required for dynamic leadership roles in a rapidly changing world.

Student Awards | Celebrating Commitment

At Sydney Russell School, we celebrate student commitment to personal development by closely analysing their participation data across a wide range of enriching activities, including workshops, clubs, routines, and individual passions. This data allows us to recognize those who consistently engage with opportunities that foster growth beyond the classroom. By valuing both the quantity and quality of participation, we identify students who demonstrate a genuine passion for their development journey. Those with the highest levels of involvement are honoured at the end of each year with an invitation to a prestigious celebration event, acknowledging their dedication and perseverance. We believe that excellence is not a one-time achievement, but a habit, nurtured through consistent effort, reflection, and a commitment to becoming the best version of oneself.

RELATIONSHIPS, SEX & HEALTH EDUCATION

CURRICULUM

Appendices

Appendix 1 | Personal Development Curriculum | Statutory Requirements

Personal Development Curriculum	Pri	Sec	Compulsory
Citizenship	√	√	√
Diversity	√	√	√
Religion Education	√	√	√
Relationships	√	√	√
Life Skills	√	√	√
Online Safety	√	√	√
Sex & Health Education	√	√	Optional
Wellbeing & Mental Health	√	√	√
Physical Health	√	√	√
Careers	√	√	√

Appendix 2 | Relationships, Sex & Health Education

The curriculum prepares students for key life transitions, including puberty and the challenges of adulthood. By providing a stable foundation, it ensures that students are equipped for the Secondary Relationships Sex Education Framework, enabling them to navigate their sexual development with confidence and a focus on health and hygiene.

Provide a Safe Framework for Discussions | We create an environment where sensitive topics can take place in a respectful, informative and thoughtful manner.

Prepare Students for Puberty and Sexual Development | By offering students a clear understanding of these natural transitions, we help them approach these changes with confidence, including the importance of health and hygiene.

Promote Self-Respect and Empathy | RSE helps students develop strong self-esteem, as well as empathy and respect for others, empowering them to form healthy, respectful relationships.

Cultivate a Positive Culture around Sexuality and Identity | The curriculum fosters an inclusive, respectful approach to issues of sexuality, identity, and relationships, encouraging students to appreciate diversity and individuality.

Teach Accurate Vocabulary | Students are taught the correct terminology to describe themselves and their bodies, helping them communicate confidently and accurately.

Through RSE and PSHE, we educate our students the knowledge and skills to make healthy choices and maintain both emotional and physical well-being. The curriculum supports their development of self-esteem and the ability to form and sustain respectful, meaningful relationships, whether at home, school, work, or in the wider community.

[Link | Parent Form RSE | Withdrawal from RSE Topic](#)

Alternatively, you can scan the QR Code provided below



Appendix 3 | Relationships, Sex & Health Education Curriculum Map (All Through School)

YEAR GROUP	WEEK	TOPIC/THEME DETAILS
Year 1		<p>To understand that we are all different but can still be friends To know that we can be friends with people different to us.</p>
		<p>To discuss how children, grow and change Understand that babies need care and support Know that older children can do more by themselves</p>
		<p>To explore different types of families and who to ask for help to identify who can help when families make us feel unhappy or unsafe Know there are different types of families Know which people we can ask for help</p>
Year 2		<p>To introduce the concept of gender stereotypes & To identify difference between males and females Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>
		<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>
		<p>To focus on sexual difference and name bod parts Describe the physical differences between males and females Name the different body parts</p>
Year 3		<p>To identify that people are unique and to respect those differences To explore the differences between male and female bodies To know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>
		<p>To consider appropriate and inappropriate physical contact and consent To understand that each person’s body belongs to them. To understand personal space and unwanted touch.</p>
		<p>To explore different types of families and who to go to for help and support Understand that all families are different and have different family members Identify who to go for help and support</p>

YEAR GROUP	WEEK	TOPIC/THEME DETAILS
Year 4		<p>Explore the human lifecycle to identify some basic facts about puberty</p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p>
		<p>To explore how puberty is linked to reproduction</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p>
		<p>To explore respect in a range of relationships</p> <p>To discuss the characteristics of healthy relationships</p> <p>Know that respect is important in all relationships including online</p> <p>Explain how friendships can make people feel unhappy or uncomfortable</p>
Year 5		<p>To explore the emotional and physical changes occurring in puberty</p> <p>Explain the main physical and emotional changes that happen during puberty</p>
		<p>To understand male and female puberty changes in more detail</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p>
		<p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p>
Year 6		<p>To consider puberty and reproduction</p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p>
		<p>Exploring the importance of communication and respect in relationships</p> <p>Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p>
		<p>To consider different ways people might start a family</p> <p>Describe the decisions that have to be made before having children.</p> <p>Know some basic facts about conception and pregnancy.</p>
		<p>To explore positive and negative ways of communicating in a relationship.</p> <p>To have considered when it is appropriate to share personal/private information in a relationship.</p> <p>To know how and where to get support if an online relationship goes wrong.</p>

YEAR GROUP	WEEK	TOPIC/THEME DETAILS
Year 7	WK28	Growing Up Physical and Mental Changes <ul style="list-style-type: none"> Physical and mental changes that happen during puberty. To describe strategies to overcome the mental and physical challenges
	WK29	Understanding Menstruation <ul style="list-style-type: none"> The menstrual cycle Period product options, explaining the pros and cons of each
	WK30	Understanding Menstruation (continued)
Year 8	WK28	Consent What is it? And why is it essential? <ul style="list-style-type: none"> Consent, what it is and the difference between consensual and non-consensual cues
	WK29	Sexualisation & Media <ul style="list-style-type: none"> gender is sexualised in the media. To understand examples of stereotypical gender traits
	WK30	Sexuality & Gender <ul style="list-style-type: none"> sexual orientation, gender identity, and biological sex.
Year 9	WK28	Sexual Health: Choosing & Accessing contraception <ul style="list-style-type: none"> birth control and emergency contraception
	WK29	Understanding Pregnancy Your Choice <ul style="list-style-type: none"> To know why many people decide to delay becoming parent until later in life. To be able to assess the choices in relation to an unplanned pregnancy and identify where to find accurate and impartial advice.
	WK30	Sexual Health Preventing & Treating STIs <ul style="list-style-type: none"> To know common STI's, how to test for them and treat them. To know the long term effects of STI's
	WK31	Sex & the Media <ul style="list-style-type: none"> To know pornography is. To know examples of how the portrayal of relationships in the media can be inaccurate.
Year 10	WK28	Safe Sex HIV & AIDS Alcohol & Drug Use - Sexual Behaviour
	WK29	Sexual Health - The menstrual cycle
	WK30	Self-Examination & Screening <ul style="list-style-type: none"> The benefits of regular self-examination and screening To know how to conduct regular self-examinations and screening
	WK31	Menopause & Gynaecological Health - Fertility & Menopause <ul style="list-style-type: none"> Gynaecological Health Fertility & menopause