



Tottingham High School
Secondary RSE & Health Education
Policy

Next Review Due: July 2027

Reviewer's: LJC

Assistant Principal; D: Higham

DSL; L. Entwistle

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Personal Development, Relationships and Sex Education

Aims of the Policy

The aims of Personal Development (PD) and Relationships and Sex Education (RSE) at Tottington High School are to:

- Provide all pupils with the opportunity to achieve the THS Traliblazer awards through the the 'Tottington Pledge'
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Develop students' understanding of positive, safe, and healthy relationships
- Teach students the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

As a secondary academy school, we must provide RSE to all students as per 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.

At Tottington High School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with the staff, students, parents and carers, with a full consultation undertaken in June 2026. The consultation and policy development process involved the following steps:

- Review: The Assistant Headteacher (Personal Development) reviewed all relevant information, including national and local guidance
- Staff consultation: All school staff were given the opportunity to read the policy, provide feedback and make recommendations
- Parent and carer consultation: Parents and carers were invited to review the policy and provide feedback
- Academy Council: Councillors were invited to review the policy and provide feedback
- Amendments and ratification: Once amendments were made, the policy was shared again with Academy Councillors and ratified.

Definition

Personal Development (PD) is about a student's Personal Development. This is their journey to improve talents, potential, skills, emotional and physical wellbeing and safety, employability and life chances.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, 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.

The Tottington Pledge

Personal Development at Tottington High School

Personal Development at Tottington High School is delivered through the **Tottington Pledge**, the **Relationship, Sex and Health Education (RSHE) curriculum**, and a structured programme of **Personal Development (PD) time**.

The Tottington Pledge

The Tottington Pledge reflects our commitment to ensuring that all students engage in a broad range of enriching experiences during their time at school. It encourages participation in activities and challenges that align with our core values of **Kindness** and **Excellence**, supporting students in developing both academically and personally.

From the moment students join Tottington High School in Year 7, they are enrolled in the **Trailblazer Programme**. This programme is designed to develop character and promote active engagement in the opportunities outlined in the Pledge.

We believe that participation in our extensive extra-curricular programme enables students to:

- Build valuable skills
- Develop meaningful friendships
- Feel part of the school and wider community

Students are encouraged to represent their **form, house, and school with pride**, and are expected to commit to **at least two clubs per week**.

Recognition and Achievement

Throughout the academic year, students earn points by demonstrating commitment and achievement across enrichment activities, community involvement, and leadership opportunities. At the end of each term, students are recognised through **Bronze, Silver, or Gold awards**, with an **end-of-year presentation event** celebrating individual success.

Progression into Year 8

The Five Trailblazer Strands

The programme is structured around five key areas:

1. Careers

A high-quality careers education programme is essential in preparing students for their futures. It helps students understand:

- The world of work
- Possible career pathways
- Routes into employment and further education

2. Cultural Experiences

Our cultural programme broadens students' horizons by exposing them to new ideas, perspectives, and experiences. It supports students in:

- Understanding the world around them
- Developing curiosity and empathy
- Shaping their values, thoughts, and actions

3. Community

We aim to develop students as active and responsible citizens who:

- Feel empowered to make a difference
- Contribute positively to society
- Take action to improve their own lives and the lives of others

4. Enrichment

Enrichment opportunities allow students to discover and develop their interests and talents beyond the classroom. This helps foster:

- Resilience
- Confidence
- Ambition
- Independence

5. Leadership

We provide a wide range of opportunities for students to develop leadership skills. Through these experiences, students:

- Build confidence and responsibility
- Enhance their learning
- Prepare for life beyond school

Personal Development Form Time Programme

Rationale for the Form Time Programme

The rationale for implementing a structured Form Time Programme at Tottington High School is rooted in the school's commitment to delivering a comprehensive and impactful approach to **personal development**, as outlined in the Tottington Pledge and the Relationships and Sex Education (RSE) curriculum.

This programme reflects our intent to support the **holistic development** of every student, nurturing not only academic progress but also character, wellbeing, and readiness for life beyond school.

At the core of the Form Time Programme are **weekly assemblies** and both planned and responsive **Personal, Social, Health, Economic and Careers Education (PSHCE) sessions**. These activities are carefully designed to address key aspects of personal development, including:

- Relationships and Sex Education (RSE)
- Cultural awareness and experiences
- Community engagement and social responsibility
- Enrichment opportunities
- Leadership development
- Careers education and future pathways

By embedding these elements into the weekly structure, the programme ensures that all students have regular opportunities to develop essential life skills, build strong values, and gain a deeper understanding of their role within society. It promotes **confidence, resilience, empathy, and ambition**, while fostering a sense of belonging and civic responsibility.

In addition, the Form Time Programme incorporates **targeted academic support**, such as literacy and numeracy interventions. These initiatives play a crucial role in strengthening students' core skills, enabling them to access the wider curriculum more effectively and supporting their overall academic achievement.

Overall, the Form Time Programme provides a **coherent and purposeful framework** that underpins the school's personal development offer. It ensures consistency, reinforces key messages, and creates space for reflection, discussion, and growth—equipping students with the knowledge, skills, and attributes they need to thrive both in school and in the wider world.

Form Time (PD Time) Overview

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	Reading	PSHE/Careers	Reading	Review, Reflect & Rewards	Assembly
8	Reading	PSHE/Careers	Reading	Assembly	Review, Reflect & Rewards
9	Reading	PSHE/Careers	Assembly	Reading	Review, Reflect & Rewards
10	PSHE	Assembly	Reading	PSHE	Review, Reflect & Rewards
11	Assembly	Intervention	PSHE	Intervention	PSHE

PSHE Curriculum Map

PSHE 11-16

Age 11+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
1	Who am I?, finding in, unique me, differences and conflict	Prejudice and discrimination, Equality Act 2010, bystanders	Defining success, setting dreams and goals	Nutrition and exercise, managing physical activity and mental health	Changing relationships, consent
2	Influences, gateway emotions	Attitudes and values, recognising differences, evaluating influences	Pace of change, skills for the future, developing skills and setting targets,	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Managing change, emotion support and friendships
3	Peer pressure, belonging, child-on-child abuse	Assumptions and stereotypes	What is failure and what we can learn from it, when coping strategies for when things go wrong, fixed v growth mindset	Stress, effects of stress on the body, recovering from a state of stress, combating stress with mindfulness and movement	Falling out and conflict childhood friendships
4	Online identity, risks and tips to keep safe, online gaming risks	Human Rights, protected characteristics,	Building skills for the future and teamwork	Physical illness and medicine, personal hygiene, health choices	Authenticity and seeking validation, social media and how to spot AI and fake accounts
5	Online safety, sexting, consequences, online legislation, online identity	Bullying, fear and motivations	Gang culture and knife crime	Substances and the effects of substances (nicotine and caffeine), vaping	Setting boundaries, sextortion, staying safe online
6	Online gaming- safety and financial risks	Respect, inclusion and exclusion	Health and wellbeing: the benefits of sleep, exercise and being outdoors	Working together to improve well-being, contributing to your community	Healthy and unhealthy relationships, finding balance and respect

Age 12+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
1	Who am I?, self-identity, influences, online influence	Prejudice and persecution, propaganda	Goal setting, grit and resilience	Types of health, nutrition, exercise, cardiovascular health and diabetes	Is everything we see on social media real, AI profiles, what does having a positive relationship with yourself look like
2	Family and identity, community living	LGBT community, Equality Act 2010, protected characteristics, mental health	Can money buy happiness	Risks, illegal and legal substances	When relationships change, end or people grow apart, feelings and emotions, positive aspects of relationships
3	Family, managing expectations, active listening skills	Social justice, inequality, hate crimes, hate Incidents	Positives and negatives of being online, digital footprints, keeping safe online	Healthy/unhealthy lifestyle habits, dental health, skin protection, steps to protecting physical health	Assertiveness, sexting and sextortion
4	First impressions, managing influences on our identity, self-image, positive self-talk	Multicultural society, mutual respect and Tolerance, ethnic groups, religious and spiritual groups, The Golden Rule	Income and the economy, salary growth factors, salary gap and equal pay	Vaccinations, immunity, Covid-19	Power dynamics, control and manipulation, risky behaviour and knife crime
5	Marriage and civil partnerships, the law, beliefs and religions, protected characteristics, respect	What matters to you and standing up for what you believe in	Spending and budgeting, receipts and payslips	Vaping, peer pressure, the law	Social media, personal data and online safety
6	Online and offline identity	Celebrating differences, positive, sustainable and ethical contributions to society	Sextortion, online scams, phishing, bank accounts and credit cards	Interactive play and selfassessment review of the puzzle	SEND and Inclusion-AD and Autism

Age 13+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
1	Groups, being me in a group, peer approval, fitting in and friendship, conflict or celebration	Power of positive language, being understood, Changing your thinking	SMART planning, objectives, roadmap for success	Teenage brain development, changing social and physical environment during teenage years, the brain, learning and memory	Equality and equity, Healthy Unhealthy behaviours, assertiveness and self-worth

2	Relationships, perceptions and expectations about intimate relationships, consent, coercive control	Prejudice, sexism, racism, ableism, ageism, LGBT phobia, banter and bullying, taking back your power	Changing appearances, cosmetic surgery and weight loss products	Protecting the brain, risks of drugs and alcohol- physical and psychological effects, the law, safety, drug classification, supply and possession legislation	Saying “no” and consent, S and the law, ge ing he
3	Peer approval, personal safety, sexual exploitation, grooming, radicalisation, county lines	Reducing fear and promoting equality, action plan for change	Mental health illness and stigma	Belonging, loneliness and inclusion	What is pornography, fake real life, The Online Safety Act 2023, The effects of watching pornography,
4	Self-identity, influences, social groups, social media abuse, risks and experimentation	Cyber bullying and harassment, the law on bullying,	Social, misinformation, disinformation, discerning the real from the fake and self-esteem	Emergency situations, first aid, CPR, cardiac arrest	Contraception, how relationships change when they become intimate, Pregnancy and how to prevent it
5	Consent, rape and sexual assault, signs of refusing, perceptions and misperceptions	Bias, stereotypes, discrimination, harassment, victimisation, nonconsensual behaviours and what influences it	Deepfakes and AI, staying responsible and protecting our online identities, impacts on mental health	Mental health first aid, self-care, being a good listener, where to find mental health support	Consequences of unprotected sex, STI's; types, symptoms and treatment, deciding to have sex and being 'ready'
6	Positive and negative self esteem and self-identity, influences	Changemakers, campaigning and challenging inequality	Illegal and harmful online content, misogyny	Health choices (nutrition, stress, sleep)	Consent and age, The Gillie Competence Test

Age 14+	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
1	Human rights, societal freedom, violations, understanding safety in UK and beyond	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998	Resilience, nurturing important relationships, when things don't go to plan	My health MOT, top tips for health, adopting healthy habits	Long-term relationships legal status, the science of a reaction: lust, attraction and attachment
2	Grief cycle, loss and bereavement, responses to loss, support	Multicultural societies, successful societies, agree to disagree, changing and ending relationships	Achieving your goals and the impact of physical and mental health, taking care of your mind and body	Cancer, breast cancer, testicular cancer, risk factors, skin cancer and SPF and tanning	How to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships and how to stay safe and get help
3	The law and social media risks, algorithms and use of online data, GDPR, the dark web, managing online content, dealing with harmful online content -suicide, selfharm, violence	Equality Act 2010, hidden disabilities, discrimination in the workplace, reasonable adjustments and the Law	Real v online behaviours, social media usage-the pros and cons, responsible posting, the impact of social media on future employment	Common mental health disorders and treatment, substance use and mental health, mental health stigma	The law on marriage and cohabitation, parenting and the impact on children
4	Online identity, sharing/enhancing images and the law, netiquette	Equality and inequality, campaigning for change	The body and vital organs, blood, organ and stem cell donation, right to choose and opting out	Sexual health, autonomy and consent, STIs (transmission, treatment, symptoms) HIV/Aids	Real life vs relationships that we see in the media, the difference between sexual relationships in pornography and real-life

5	Personal data and risk, GDPR, social media and data collection, where to find help with online activity	Equality in relationships, empowered and disempowered, the impacts on physical and mental health, changing and ending relationships	Balanced lifestyles	Safer sex contraception, hormonal contraception vs barrier methods of contraception, menstrual cycle, where to get contraceptives	Stalking and harassment, coercion and abuse
6	AI chatbots and online scams	UK v USA healthcare Service, accessing a GP	Resilience toolkit	Threats to health (cancer, diabetes, cardiovascular disease)	Free choice and pressure in relationships, the law on coercion, abuse, sex trafficking and modern slavery.

Age 15+	Being Me in My World	Dreams and Goals	Healthy Me	Relationships
1	Becoming an adult, age limits and the law	Sleep, anxiety, fight or flight, solutions-focused thinking	Self-worth, identity, consent and power imbalance, being ready for sex, coercion	Stages of a relationship, relationships in the media, features of a romantic relationship, our perceptions about sex and relationships
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honourbased violence', arranged/ forced marriage	Money and employment, budgeting pitfalls, tax, national insurance, credit cards, gambling	Contraceptives, sexual health, STI's, emergency contraception	LGBT terminology, gender identity, gender expression, sexuality, The Equality Act 2010
3	Equality Act, coercive control, county lines, possession of drugs, identify ways to keep safe	Future jobs and employment opportunities and skillsets	Male and female reproductive health/fertility (PCOS, endometriosis, PMS, heavy periods)	Perceptions and stereotyping of the LGBT+ community, LGBT+ rights, coming out
4	Gambling and associated risks, AI and algorithms	Long-term family goals, marriage, civil partnership, parenting	Pregnancy health, source of support, loss and miscarriage, becoming a parent	Unbalanced relationships; signs and impacts, domestic abuse and getting help
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	How to cope when things go wrong, developing resilience	Pregnancy choices including adoption, abortion, parenting and bringing up a baby.	My body, my choice, FGM, challenging social norms and cultural practices, breastfeeding/fla ening
6	Self-review, the law on internet use, legal age limits and pornography, social media concerns, sexting	Types of technology, how can technology help us to reach our future goals	Self-identity and selfworth, socialising	Power in relationships, Staying true to yourself

3. Statement of intent

At Tottington High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed

decisions in their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at the academy and in the wider society. We have an obligation to provide students with high quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the academy's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

Defining Relationship and Sex Education

The DfE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the student's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

1. Legal Framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (to be implemented from 1 September 2026)
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

1.2 This policy operates in conjunction with the following academy policies:

- Behavioural Policy
- SEND Policy
- Online-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Records Management Policy

2. Roles and Responsibilities

2.1 The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.

2.2 The Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum. Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the academy's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

2.3. The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.

- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the academy meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal.

2.4. Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Ensure that teaching avoids political bias in RSE content (e.g., gender identity debates, online harms).
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.

- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

3. Organisation of the RSE and health education curriculum

- **3.1.** All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- **3.2.** For the purpose of this policy, “relationships and sex education” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **3.3.** For the purpose of this policy, “health education” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- **3.4.** The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.
- **3.5.** We will gather the views of teachers, students and parents in the following ways:
 - Questionnaires
 - Meetings
 - Letters
 - Training sessions
- **3.6.** The majority of the RSE and health education curriculum will be delivered through our PSHE and Health and Well -Being programme of studies, with statutory elements taught via the science curriculum.
- **3.7.** The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- **3.8.** The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

- **3.9.** The academy will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- **3.10.** The academy will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- **3.11.** The RSE and health education curriculum is informed by topical issues in the academy and wider community, to ensure it is tailored to students' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

4. RSE subject overview

- **4.1** RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

- **4.2.** By the end of secondary school, pupils will know:
 - That there are different types of committed, stable relationships.
 - How these relationships might contribute to human happiness and their importance for bringing up children.
 - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
 - Why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - The characteristics and legal status of other types of long-term relationships.
 - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

4.3. Students will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

4.4. By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour
- That in the Academy and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

4.5 By the end of secondary school, pupils will know

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.

- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

4.6 By the end of secondary school, pupils will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

4.7 By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The menopause, including what it is, its symptoms, and its impact on reproductive and overall health.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

- 5.1. The academy is free to determine an age-appropriate, developmental curriculum that meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

5.2. Year 7: Friendships, Respect & Relationships Unit [RSE];

- What is consent - Y7 Looking at Boundaries
- Relationships
- Managing Friendships & Relationships
- What Makes a Good Friend?
- Respect Matters
- Building Positive Relationships

5.3. Year 8: Identity, Relationships and Sex Education Unit [RSE];

- RSE - Sexual Orientation
- RSE - What is Gender Identity
- RSE - Correct terms to be used
- RSE - Self Esteem and the Media
- RSE - Healthy Loving Relationships
- RSE Why have sex?
- Contraception - What is it & types?
- HIV - Discrimination and Prejudice

5.4. Year 9: Contraception and STI's Unit [RSE];

- Contraception and STI's Unit [RSE]
- Contraception - Fact Hunt / Show & Tell
- Contraception - Condom lesson
- Contraception - The Pill (combined Pill)
- What is sexual Health
- HIV - (Facts not Myths)
- What are STI's? (Main Types)
- Sex - The Law & Consent Unit [RSE]:
- Sex and the law (include FGM)
- What is consent - Y9 Sexual consent & law

- RSE - Delaying Sexual Relationships
- RSE - Coping with Peer Pressure – Relationship
- RSE - Relationships and intimacy

5.5. Year 10: Exploring Relationships and Sex Education [RSE]:

- FGM
- Sexting 'Nudes'
- Online Pornography (Myths vs Reality)
- Domestic Abuse
- Sexualisation of the Media
- What is a Healthy Loving /Relationship
- Revisiting Sexual Health & Risks and Relationship Break downs,
- Loss and Bereavement

5.6. Year 11: Sexual Health Unit [RSE]:

- Peer on Peer Bullying Harassment
- Fertility - what impacts it
- Alcohol & Sex
- Revisiting - Importance of Sexual Health
- Revisiting Contraception

6. Health education subject overview

6.1. The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

6.2. By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

6.3. By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

6.4. By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.
- How to perform CPR, administer basic treatment for common injuries, and understand how to respond in emergency situations, with training delivered in partnership with organisations such as the British Red Cross.

Healthy eating

6.5. By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

6.6. By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.

- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

6.7. By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- The benefits of regular self-examination and screening (KS4)
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Changing adolescent body

6.8. By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- Adolescent brain development, including how the brain changes during puberty and how this affects emotions, behaviour, and decision-making.
- The main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

7.1. The academy is free to determine an age-appropriate, developmental curriculum that meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

7.2. Year 7: Puberty and Body Development Unit [H&W]:

- Revisiting Puberty
- Puberty – Girls
- Puberty – Boys
- Puberty - Personal Hygiene
- Puberty - Menstruation (Link with FGM)
- Puberty - Assertiveness, Consent & Hormones
- Puberty - Self Esteem & Body Image

7.3. Year 8: Physical Health and Mental Wellbeing Unit [H&W]:

- Health & Wellbeing

- Child Abuse (Physical and Emotional and Neglect)
- Types of Bullying & Responding to Bullying
- What is Mental Health & Emotional Health
- Positive Body Image - Body Confidence
- Healthy Eating (Balanced Diet, Tooth Decay etc)
- Physical Health (Immunization and Vaccination)

7.4. Year 9: Body Confidence Unit [H&W]:

- Body Confidence
- - Bullying in all its forms
- Dealing with Grief and Loss (& stages)
- Media and Air Brushing (unrealistic body image expectations)
- How Self Esteem Changes
- What is a Healthy Lifestyle & Cancer Prevention

7.5. Year 10: Mental Health and Wellbeing Unit [H&W]:

- Child Abuse (CSE)
- Screen Time & Safe use of Mobile Phones
- Suicide (Thought and Feelings)
- Self-Harm (Causes and Support available)
- Common Types of Mental Ill Health (Anxiety, Stress and Depression)
- Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)

7.6. Year 11: Adult Health & Looking after Yourself [H&W]:

- Physical Health - Cancer (Testicular)
- Physical Health - Cancer (Cervical and Breast)
- Organ donation + Stem Cell Research
- Teenage Pregnancy – Choice
- Abortion (Laws, Moral, Thoughts and Feelings)

8. Delivery of the curriculum

8.1. The majority of the RSE and health education curriculum will be delivered through the PSHE and Health curriculum.

8.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

8.3. RSE and health education complement several national curriculum subjects.

Where appropriate, the academy will look for opportunities to make links between the subjects and integrate teaching.

8.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.

8.5. The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.

8.6. RSE and health education will be delivered in a non-judgemental, age appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that

students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

8.8. The academy will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, ageappropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

8.9. All teaching and resources are assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

8.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.

8.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

8.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.

8.13. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's E-safety Policy, and Acceptable Terms of Use Agreement.

8.14. Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programmes accordingly.

8.15. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

8.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

8.17. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

8.18. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

8.19. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

8.20. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

8.21. The procedures for assessing student progress are outlined in section 15 of this policy.

9. Curriculum Links

9.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

9.2 RSE and health education will be linked to the following subjects:

- Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older

- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

10. Working with parents and carers

10.1. The academy understands that the role of parents' and carers' role in the development of their children's understanding about relationships and health is vital.

10.2. The academy will work provide details of the RSE and health curriculum via our website to enable parents to view the content of the academy's RSE and health education curriculum.

- The curriculum content, including what will be taught and when.
- Examples of the resources the academy intends to use to deliver the curriculum
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

10.3. Parents will be provided with frequent opportunities to understand and ask questions about the academy's approach to RSE and health education. This will be facilitated through inviting parents to information sessions about the curriculum, providing resources to help them continue conversations at home, offering opportunities to discuss any concerns before specific content is taught, and working in partnership with families to ensure the RSE programme is transparent, inclusive, and responsive to the needs of the school community

10.4. The academy understands that the teaching of some aspects of the curriculum may be of concern to parents.

10.5. If parents have concerns regarding RSE and health education, they may submit these via email or contact the academy office to arrange a meeting with the Principal.

11. Working with external agencies

11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging students.

11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

11.3. The academy will check the visitor/visiting organisation's credentials of all external agencies.

11.4. The academy will ensure the teaching delivered by the external expert's fits with the planned curriculum and provisions of this policy.

11.5. The academy will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.

11.6. The school will not agree to any contractual restrictions that prevent the sharing of RSE materials with parents. All external providers must ensure that any content they deliver is fully accessible for parental review in advance.

11.7. All external agency shared materials must comply with copyright laws, and appropriate permissions must be obtained to allow for lawful distribution to parents.

11.8. The academy and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the academy's Child Protection and

Safeguarding Policy.

11.9. The academy will use external agencies to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11.10. In line with the 2025 statutory guidance, where external agencies are invited to support the delivery of RSE and health education, the Academy will ensure that safeguarding procedures are clearly agreed in advance, including how any disclosures or safeguarding concerns raised during sessions—such as those related to self-harm or suicide—will be reported and managed.

11.11. All external providers must follow the school's safeguarding policy and adhere to guidance on delivering sensitive topics in a safe, age-appropriate, and responsible manner.

12. Withdrawal from lessons

12.1. Parents have the right to request that their child is withdrawn from "sex education" not the relationships or health elements Tottington High School RSE Policy

12.2. The right to withdraw ends three terms before the child turns 16. After this point, if the child wishes to receive RSE, the school will provide it

12.3. Requests to withdraw a child from sex education will be made in writing to the Head Teacher.

12.4. Before granting a withdrawal request, the Head Teacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

12.5. The Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

12.6. Following discussions with parents, the academy will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the academy will make arrangements to provide the child with RSE.

12.7. Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

12.8. For requests concerning the withdrawal of a student with SEND, the Principal may take the student's specific needs into account when making their decision.

13. Equality and accessibility

13.1. The academy will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

13.2. The academy will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

13.3. The academy understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.

13.4. The academy is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

13.5. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the academy will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

13.6. The academy will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

13.7. The academy will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

13.8. The academy will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the academy's

Positive Discipline Policy.

14.Safeguarding and confidentiality

14.1. All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

14.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the academy's

Safeguarding and Child Protection Policy.

14.3. Teachers will however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

14.4. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15.Assessment

15.1. The academy has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.

15.2. Lessons are planned to provide suitable challenge to students of all abilities.

15.3. Assessments are used to identify where students need extra support or intervention.

15.4. There are no formal examinations for RSE and health education; however, to assess student outcomes, the academy will capture progress in the following ways:

- Tests(these will take place in school designated assessment weeks)
- Written assignments
- Self-evaluations
- Low stakes quizzes in lessons (these will be used to help inform teaching and curriculum adaptations).

16.Staff training

16.1. Training will be provided by the RSE and health education subject leader to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.

16.2. Training will also be scheduled once per half term. This will focus on the upcoming module to be delivered and around any updated guidance on the curriculum and any new developments, such as “strangulation”, which may need to be addressed in relation to the curriculum.

16.3. The academy will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

16.4. Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

17.Monitoring quality

17.1. The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject.

17.2. The RSE and health education subject leader will conduct subject assessments on a termly basis, which will

include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.3. The RSE and health education subject leader will create annual subject reports for the Principal and governing board to report on the quality of the subjects.

17.4. The RSE and health education subject leader will work regularly and consistently with the Principal through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

18.1. This policy will be reviewed by the Principal in conjunction with the RSE and health education subject leader on an annual basis.

18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Principal.

18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

18.4. The next scheduled review date for this policy is July 2026.

19. Appendix 1 – Letter to parents/carers

Letter to Parents Regarding RSE and health education

Dear Parent/Guardian,

As you may be aware, the Department for Education has announced changes to the Relationships, Sex and Health Education (RSHE) curriculum which will come into effect nationally from **September 2026**. In preparation for this, we are reviewing and updating our own RSHE curriculum here at **Tottington High School** to ensure it reflects both statutory requirements and the needs of our students and community.

We would like to invite parents and carers to a **consultation meeting** where we will share our proposed curriculum, explain the upcoming changes, and gather your views and suggestions. Your input is extremely important to us as we shape a curriculum that supports all our students to thrive.

The meeting will be held on **Tuesday 30th of June** in the **School Hall** at **4:30pm**.

If you are interested in attending, please can you complete the short MS form using the link provided. [RSHE Consultation Evening – Fill out form](#)

We highly value strong and productive relationships with our parents and carers, and this meeting is an opportunity for you to help shape certain aspects of your child's experience and the wider education we provide.

The aim of this consultation is to ensure that our approach to RSE is clear, supportive, and reflective of the values of our school community. We want to work collaboratively so that our students receive an age-appropriate, inclusive, and confident understanding of the world around them.

If you are unable to attend the meeting but would still like to offer feedback, please indicate this on the questionnaire and we will ensure that the consultation materials are shared with you.

All our current PSHE and RSHE curriculum documents can be found on our website using the following link. <https://tottington.bury.sch.uk/personal-development/pshe>

Yours sincerely,

Tottington High School

12. Appendix 2 – By the end of year 11 students will know

Being Me in My World

By the end of five years, students will have developed a strong sense of identity, belonging, and personal responsibility. They will understand:

- How identity forms, including *“self-identity, influences, online influence”* (Age 12+).
- How to manage peer pressure, belonging, and safety, including *“peer approval, personal safety, sexual exploitation, grooming, radicalisation, county lines”* (Age 13+).
- How society, rights and freedoms work, including *“Human rights, societal freedom, violations”* (Age 14+).
- How to navigate adulthood, including *“Becoming an adult, age limits and the law”* (Age 15+).

Students will also build resilience, confidence, and the ability to reflect on their own development.

Celebrating Difference

Across five years, students will learn to recognise, respect, and value diversity. They will understand:

- Prejudice, discrimination and the Equality Act, including *“Prejudice and discrimination, Equality Act 2010”* (Age 11+).
- Protected characteristics, hate crimes, and social justice, including *“LGBT community... hate crimes, hate incidents”* (Age 12+).

- How language, stereotypes and bias shape society, including “*sexism, racism, ableism, ageism, LGBT phobia*” (Age 13+).
- Human rights frameworks, including “*The European Convention on Human Rights... The Human Rights Act 1998*” (Age 14+).
- How inequality affects relationships, workplaces and communities.

By 16, students can critically evaluate discrimination, challenge inequality, and act as responsible, respectful citizens.

Dreams and Goals

Students will develop ambition, resilience, and practical life skills. Over five years they will learn:

- How to set goals and define success, including “*Defining success, setting dreams and goals*” (Age 11+).
- How to build skills for the future, including “*skills for the future, developing skills and setting targets*” (Age 11+).
- How to plan for long-term success using SMART strategies (Age 13+).
- How money, employment and the economy work, including “*Spending and budgeting... salary growth factors*” (Age 12+).
- How to manage setbacks, including “*when things don’t go to plan*” (Age 14+).
- How to prepare for adult life, including “*Future jobs and employment opportunities and skillsets*” (Age 15+).

Students finish with a strong understanding of careers, financial literacy, and personal ambition.

Healthy Me

Students will gain a comprehensive understanding of physical and mental health. They will learn:

- Nutrition, exercise and sleep, including “*Nutrition and exercise... sleep cycles... health and memory*” (Age 11+).
- Stress, mental health and coping strategies (Ages 11–16).
- Risks relating to substances, including “*illegal and legal substances... vaping... alcohol*” (Ages 12–15).
- Physical health topics such as “*vaccinations, immunity, cancer, cardiovascular health*” (Ages 12–14).
- First aid, CPR and emergency response (Age 13+).

- Reproductive and sexual health, including “*menstrual cycle... contraception... STIs*” (Ages 11–16).
- How lifestyle choices affect long-term wellbeing.

By the end of Year 11, students understand how to maintain a healthy lifestyle and access support when needed.

Relationships

Students will develop the knowledge and skills to build safe, respectful and healthy relationships. They will learn:

- Friendship skills, conflict resolution and consent, including “*Changing relationships, consent*” (Age 11+).
- How relationships change over time, including “*When relationships change, end or people grow apart*” (Age 12+).
- Online safety, sexting, sextortion and digital footprints (Ages 11–16).
- Power dynamics, coercive control and abuse, including “*coercive control... domestic abuse... honour-based violence*” (Ages 13–15).
- Romantic relationships, including “*healthy and unhealthy romantic relationships, harassment*” (Age 12+).
- Sexual health, contraception, pregnancy choices and readiness for sex (Ages 13–16).
- LGBTQ+ inclusion, rights and terminology (Ages 12–15).

Students finish with a mature, legally accurate understanding of relationships, consent and personal boundaries.

Changing Me

Students will explore physical, emotional and social changes throughout adolescence. They will learn:

- Puberty, hormones and menstrual wellbeing, including “*Puberty and hormonal changes... menstrual cycle*” (Age 11+).
- Pregnancy, birth and parenthood (Age 11+).
- Body image, media influence and self-esteem, including “*Body image, media, AI and filters*” (Age 11+).
- Sexual identity, attraction and sexuality (Ages 12–15).
- How to manage emotional changes, including “*Reflection on changes and managing emotions*” (Age 13+).
- Societal change and its impact on young people (Age 14+).

- Safety, independence and managing risk (Ages 14–16).
- Adult choices, including “*Pregnancy choices... adoption, abortion, parenting*” (Age 15+).

By the end of Year 11, students understand themselves as developing individuals and can navigate change confidently and safely.