

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)



Document title	Relationships & Sex Education and Healthy Lifestyles Education: Trust Expectations and Principles (TEP)
Version number	1
Policy status	Draft for Consultation
TSAT Board Approved	n/a
Union Approved	n/a
Date of issue	
Date to be revised	

[Revision log \(last 5 changes\)](#)

Date	Version No	Brief detail of change

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

Contents

Why do we have this Trust Expectations and Principles document (TEP)?	3
Who does this TEP apply to?	3
What is the Trust's Education Strategy?	3
1. Relationships & Sex Education and Health Education Strategy and Rationale	4
2. Aim	4
3. Delivery and Content	4
4. Student Entitlement	4
5. Policy	5
6. Consultation	11
7. Staff CPD	11
8. Governors	11
9. Monitoring and Evaluating Impact	12
Responsibilities of Headteachers & Regional Directors	12
Toolkits available	12
Specialist QA support	12
Equality Statement and Assessment	12
Related Policies	14
Appendices	14

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

Why do we have this Trust Expectations and Principles document (TEP)?

A TEP provides a coherent framework of educational policies, toolkits and resources that constitutes a cognitive education model designed to maximise our success in transforming life chances for all.

Every school local policy must be underpinned by reference to these Trust Expectations and Principles, which outline implementation and delivery. These will include

1. The threshold of expectation
2. Enhanced monitoring

Please note that for Relationships & Sex Education and Health Education there is no enhanced policy, as all expectations are core.

Who does this TEP apply to?

This TEP applies to all individuals and entities who engage with or are impacted by the Thinking Schools Academy Trust operations.

What is the Trust's Education Strategy?

The Trust's education strategy is informed by the 'MADE' framework, that outcomes are MADE by our mission to:



- **Motivate all;** ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act;** use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive;** support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All;** ensure all schools have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This TEP sits under the **Motivate All** strand of the MADE framework.

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

Trust Core TEP

1. Relationships & Sex Education and Health Education Strategy and Rationale

A planned programme of Relationships & Sex Education and Health Education activities is a vital component in preparing young people for the world beyond Plympton Academy. We aim to prepare our students to be fully confident adults when they leave education. Through relationships & sex education and health education we prepare our young people so that they are confident in relationships, managing their health and to understand budgeting and basic money matters.

Plympton Academy is committed to providing its students with a planned programme of relationships & sex education and health education for all students in Years 7-11/13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adulthood.

2. Aim

Relationships & Sex Education and Health Education is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and governors at Plympton Academy recognise that is not limited to one stage in life. For this reason, relationships & sex education and health education aims to develop personal development skills which students can draw on at each stage in their lives. Our relationships & sex education and health education programmes follow the statutory guidance for implementation from September 2026 as laid out in this document:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

3. Delivery and Content

Relationships & Sex Education and Health Education is provided through an embedded spiralized programme to provide informative guidance to assist in the development of students. The curriculum is delivered through assemblies, taught lessons and workshops from both school staff and guest speakers. Advice and guidance is signposted to students with additional support materials available in the school library. The curriculum should be reviewed regularly by the Head of RSE / PSHE and the DSL to ensure that the curriculum is meeting local needs.

The following information will be available on the school's website:

- Name and contact of the Relationships & Sex Education and Health Education lead (more commonly the Head of PSHE)
- Name of the Governor who has strategic oversight of the programme.
- A summary of the programme including which topics are taught in each year group.
- A copy of the school's RSE policy.

4. Student Entitlement

All students are entitled to the full statutory relationships & sex education and health education curriculum as detailed here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#).

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

5. Policy

Relationships and sex education (RSE) is statutory, as is health education. RSHE refers to the planned, developmental programme through which pupils learn about:

- families, friendships and other relationships
- respectful behaviour, equality and inclusion
- consent, boundaries and personal safety • online relationships and online safety
- intimate and sexual relationships
- sexual health and reproductive health
- physical health, mental wellbeing and healthy lifestyles.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is taught within the Plympton Academy Personal Development curriculum. Some aspects of the wider RSHE programme may also be taught through, science, computing, PE, assemblies, tutorials, pastoral interventions and enrichment.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including: • Families • Respectful relationships, including friendships • Online safety and awareness • Being safe • Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved. Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The delivery of RSHE does include sensitive topics and will create a safe learning environment by:

- establishing and revisiting clear ground rules
- using respectful, factual and age-appropriate language
- encouraging questions in a managed way, including anonymous question boxes where appropriate
- by ensuring that safeguarding is at the centre of teaching all lessons.
- using distancing techniques and scenarios where helpful
- making it clear that no pupil will be expected to share personal experiences
- signposting pupils to trusted adults and support services.

Teaching will be participative where appropriate and will support pupils to think critically, reflect on values, practise communication skills and apply learning to real-life situations. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. Teaching will be sensitive, inclusive and respectful of pupils' lived experiences. In delivering this curriculum, staff will avoid reinforcing harmful stereotypes and will support pupils to express views respectfully.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Staff are aware that some pupils with SEND may be more vulnerable to bullying, exploitation, abuse or harmful sexual behaviour and may require more explicit teaching, repetition, adapted resources and additional support.

Our approach may include:

- differentiated planning and teaching
- adapted resources, visuals and structured language

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

- smaller steps and additional repetition
- pre-teaching or overlearning of key vocabulary and concepts
- additional adult support where needed
- close liaison with SEND staff, pastoral teams and families where appropriate.

All RSHE resources and lesson materials will be formally reviewed and quality assured prior to use by the school's designated team of teachers, led by Head of PSHE and the Assistant Headteacher lead for Personal Development. This process ensures that materials are accurate, age-appropriate, inclusive, aligned with statutory guidance and the school's curriculum intent, and suitable for the needs of our pupils.

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

While RSHE is not assessed in the same way as examined subjects, the school will evaluate pupil learning and the wider impact of the programme through a range of appropriate approaches, including formal assessments in line with the school's assessment policy, keyword quizzes, case studies, knowledge retrieval activities, pupil led progress reflections, baseline and end-point tasks, scenario-based discussion, exit tickets, self and peer assessment, written responses, presentations, teacher observation of participation and understanding, pupil voice, work scrutiny where appropriate, staff feedback, learning walks or lesson visits, curriculum review, safeguarding, behaviour and pastoral data, and feedback from parents/carers. This information will be used to review curriculum sequencing and content, identify where pupils need further support, respond to emerging themes and local need, and improve the quality of teaching and resources.

It is important for pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendices 1. We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner.

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

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

Inclusivity

We will teach about these topics in a manner that ensures that RSHE is inclusive, respectful and compliant with the Equality Act 2010:

- Be taught in a way that does not discriminate against pupils
- Promote equality, dignity and respect
- Include teaching about protected characteristics by the end of secondary education
- Challenge prejudice, discriminatory language, bullying and harassment
- Help pupils understand the law and the importance of respectful behaviour.
- 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 also:

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
- Give careful consideration to the level of differentiation needed

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Responding to pupil's questions

Pupils' questions are welcomed in lessons and aim to answer them honestly, sensitively and in an age appropriate way.

Staff will:

- answer questions in line with the planned curriculum and this policy
- use professional judgement to decide whether a question is appropriate to answer in a whole-class setting
- clarify misinformation where necessary
- avoid giving personal opinions or advice
- signpost pupils to trusted adults or support services where appropriate.

Where a question relates to content outside the curriculum, or to sex education from which a pupil has been withdrawn, staff may:

- respond in general terms
- say that the issue will be better discussed individually, at another time, or with a parent/carer or trusted adult
- signpost appropriate sources of support and information.

Staff will not promise confidentiality to pupils if a question or disclosure raises a safeguarding concern.

Roles and responsibilities

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

The headteacher The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing

Educational Strategy Team

Relationships & Sex Education (RSE) and Health Education

Trust Expectations and Principles (TEP)

requests to withdraw pupils from [non-statutory/non-science] components of RSE.8.3

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Claire Worth.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. The Assistant Headteacher is responsible for Personal Development within the Academy and Academy Lead for Personal Development is responsible for developing and implementing the Personal Development curriculum.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Within the curriculum map there is only one lesson which falls under the non-statutory and non-science curriculum and that lesson is: Intimacy in personal relationships and is delivered year 11.

The remainder of lessons in the Personal Development curriculum are statutory. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Following the meeting if it is still the parents wish to withdraw the student a request in writing stating which part of the programme the student should be excluded from will be necessary. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Tara Edwards (Head of PSHE); Ian Hartley (Assistant Headteacher Personal Development), Claire Worth (DSL) and other members of the SLT team through regular learning walks of lessons and through the inclusion of Personal Development as part of the Academy quality assurance (QA) programme.

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

This policy will be reviewed by Ian Hartley (Assistant Headteacher) annually. At every review, the policy will be approved by the Academy Governing Body.

- An explanation of how the policy was produced , who approves the policy and when it will be reviewed.

The RSE policy should be written in conjunction with the other relevant policies such as Bullying; Behaviour; Equality and Safeguarding.

6. Consultation

As part of the RSE policy, a consultation process should taking place as follows:

- Students are given the opportunity to share their views on appropriateness of curriculum materials.
- Students are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.
- Parents are given the opportunity to share their views on appropriateness of curriculum materials.
- Parents are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.
- School staff including pastoral, teachers and safeguarding are given the opportunity to share their views on appropriateness of curriculum materials.

School staff including pastoral, teachers and safeguarding are given the opportunity to share their views on the appropriateness of curriculum content for each year group / key stages.

7. Staff CPD

All members of staff involved in delivering relationships & sex education and health education should have the opportunity to take part in regular CPD to ensure that their knowledge of the curriculum is up to date.

8. Governors

There will be a lead member of the governing body who will take a leading role in relationships & sex education and health education, supporting the RSE / PSHE lead to ensure that the programme

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

has explicit backing of governors and leaders and that it is linked to the whole school development plan. This person will be named on the school's website in the RSE policy. The PSHE lead should provide a regular updates on the impact of the careers programme to the Governor careers lead.

9. Monitoring and Evaluating Impact

Relationships & Sex Education and Health Education should be monitored as part of the school's quality assurance programme, through drop ins / learning walks; book looks and both student and staff voice. The curriculum should be reviewed on a regular basis.

Responsibilities of Headteachers & Regional Directors

Headteachers are responsible for:

- Managing the effectiveness of the TEP for the posts within their structures
- Establishing effective communication and collaboration within their school and region
- Working with their teams to create local policies which adhere to the TEP and ensure its effective delivery.
- Effective implementation, monitoring and evaluation of the impact of the TEP and associated policy within their school.
- Ensuring all staff are clear on expectations of this TEP, the local policy and the school's principles.

Toolkits available

- Statutory PSHE 2026 Audit
- PSHE Association (Engaging with Parents; Quality Assuring PSHE and Writing Policies)

Specialist QA support

- A review of the Personal Development framework can be conducted by a member of the EST, within which Relationships & Sex Education and Healthy Lifestyles sits
- Specific support for Relationships & Sex Education only can also be conducted by a member of the EST

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Educational Strategy Team

Relationships & Sex Education (RSE)

and Health Education

Trust Expectations and Principles (TEP)

Related Policies

The TSAT Safeguarding Policy
Plympton Academy Behaviour Policy
Plympton Academy Equality Policy

Appendices

Plympton Academy PSHE Roadmaps



PSHE Learning Journey

Year 7



SKILLS DEVELOPED

TEAMWORK
& LEADERSHIP

PUBLIC
SPEAKING

PROBLEM
SOLVING

CREATIVITY
& INNOVATION

DECISION
MAKING

RESILIENCE
& STAYING POSITIVE

PLANNING
& ORGANISATION

SKILLS DEVELOPED

YEAR 8

1. Desert Island - Living
2. Desert Island - Building a Community
3. Desert Island - Making Decisions
4. Desert Island - Criminals Law & Society
5. How are Laws Made?
6. Prisons, Reform & Punishment



CITIZENSHIP

BRITISH VALUES

LAW, CRIME &
SOCIETY

CORE
THEME 1

YEAR
7

YEAR
7

MONEY MEDIA
& MODERN
SOCIETY

CORE
THEME 2

CITIZENSHIP

PSHE

BRITISH VALUES



1. Intro to Tax
2. Government & our Taxes.
3. Advertising Tricks.
4. Becoming a responsible citizen
5. How Deepfakes are being used in politics
6. How to Avoid Financial Scams.
7. Assessment

1. Avoiding Gangs & Criminal Behaviour
2. Alcohol and Risk
3. E-Cigs, Vaping and Shisha
4. Energy Drinks and Caffeine
5. Knife Crime and Safety
- Assessment HOMEWORK



STATUTORY
HEALTH
& RSE

DRUGS EDUCATION

STAYING SAFE
ONLINE &
OFFLINE

CORE
THEME 4

YEAR
7

YEAR
7

FRIENDS,
RESPECT &
RELATIONSHIPS

CORE
THEME 3

STATUTORY
HEALTH
& RSE

PSHE



1. Consent and Boundaries
2. Respect and Relationships
3. Friendships & Online Relationships
4. Being Positive
5. Pressure, Influence and Friends
6. What Does it Mean to be a Man Today?
- Assessment HOMEWORK

1. Introduction to Puberty
2. Girls Puberty & Periods
3. Boys Puberty
4. Personal Hygiene
5. Self-Esteem
6. Tooth Decay & Dental Health
7. Assessment



STATUTORY
HEALTH

PSHE

WELLBEING

PUBERTY &
BODY
DEVELOPMENT

CORE
THEME 5

YEAR
7

YEAR
7

MANAGING
CHANGE

GATSBY
BENCHMARKS
- CAREERS -

TRANSITION

SMSC & CAREERS



1. What is PSHE?
2. Getting to Know People
3. What is a Community?
4. Sleep and Relaxation
5. Proud to be me
6. Transition Points in Your Life
7. Assessment

WELCOME

RSE 2026
COMPLIANT

HEALTH 2026
COMPLIANT

SPIRAL THEMATIC APPROACH

- 1) Equality, Diversity & British Values
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets



PSHE Learning Journey

Year 8



SKILLS DEVELOPED

TEAMWORK & LEADERSHIP

PUBLIC SPEAKING

PROBLEM SOLVING

CREATIVITY & INNOVATION

DECISION MAKING

RESILIENCE & STAYING POSITIVE

PLANNING & ORGANISATION

SKILLS DEVELOPED

YEAR 9

1. What is your Identity?
2. Multicultural Britain
3. Importance of Being Kind
4. Breaking Down Stereotypes
5. Learning Disabilities
6. Prejudice and Discrimination
7. Challenging Islamophobia



CITIZENSHIP

BRITISH VALUES

CELEBRATING DIFFERENCES

CORE THEME 1

YEAR 8

YEAR 8

DIGITAL WORLDS & EMERGING DANGERS

CORE THEME 2

CITIZENSHIP

PSHE

EQUALITY



1. Deepfakes
 2. Bullying & Digital Media Literacy
 3. What is AI Generated Sexual imagery
 4. AI & Chat Bots
 5. Algorithms and content
 6. AI - How is it changing the way we think
 7. Illegal Online Behaviors
- Assessment HOMEWORK

YEAR 8

1. County Lines – What is It?
 2. County Lines – Who is at Risk?
 3. Substance Misuse
 4. Alcohol Safety
 5. Child Exploitation & Online Protection
- Assessment Homework



STATUTORY HEALTH & RSE

DRUGS EDUCATION

GANGS

DANGEROUS SOCIETY ONLINE & OFFLINE

CORE THEME 4

YEAR 8

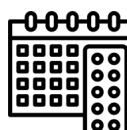
YEAR 8

IDENTITY, RELATIONSHIPS & SEX EDUCATION

CORE THEME 3

STATUTORY HEALTH & RSE

PSHE



1. Relationships and Sex Education
 2. Healthy Respectful Relationships
 3. Dealing with Conflict
 4. Periods and Menstrual Cycle
 5. Introduction to Contraception
 6. Sexual Orientation
- Assessment HOMEWORK

YEAR 8

1. What is Mental Health?
2. Positive Body Image
3. Child Abuse
4. Types of Bullying
5. Healthy Eating and Cholesterol
6. Stress Management
7. Assessment



STATUTORY HEALTH

PSHE

WELLBEING

PHYSICAL HEALTH & MENTAL WELLBEING

CORE THEME 5

YEAR 8

YEAR 8

STAYING SAFE & BUILDING RESPECT

CORE THEME 2

STATUTORY HEALTH & RSE

PERSONAL SAFETY

PSHE



1. Loneliness
2. Is it Bullying or Banter
3. Peer Pressure & Risk Taking
4. Personal Safety
5. Personal Safety In Public Spaces
6. Respect and Women
7. Assessment

WELCOME

RSE 2026 COMPLIANT

HEALTH 2026 COMPLIANT

SPIRAL THEMATIC APPROACH

- 1) Equality, Diversity & British Values
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets



PSHE Learning Journey

Year 9



SKILLS DEVELOPED

TEAMWORK
& LEADERSHIP

PUBLIC
SPEAKING

PROBLEM
SOLVING

CREATIVITY
& INNOVATION

DECISION
MAKING

RESILIENCE
& STAYING POSITIVE

PLANNING
& ORGANISATION

SKILLS DEVELOPED

YEAR 10

1. Conspiracies Theories & Narratives
2. What is terrorism with Forms of Extremism
3. The Radicalisation Process
4. How Does Counter Terrorism Work?
5. Antisemitism in the UK



CITIZENSHIP

PREVENT

**COMBATTING
EXTREMISM &
TERRORISM**

CORE
THEME 1

YEAR
9

YEAR
9

**CONTRACEPTION
& STIS**

CORE
THEME 3

STATUTORY
HEALTH
& RSE

PSHE



1. What are STIs? And Testing
 2. Contraception Explored
 3. Contraception - Condoms
 4. HIV and AIDS Prejudice and discrimination
- Assessment Homework

YEAR
9

1. What is a Drug? and Types of Addictions
 2. Cannabis Products and Drug Classifications
 3. Party Drugs & Illegal Drugs with information about Volatile Substance Abuse
- Assessment Homework



STATUTORY
HEALTH

DRUGS EDUCATION

**LEGAL &
ILLEGAL DRUGS**

CORE
THEME 4

YEAR
9

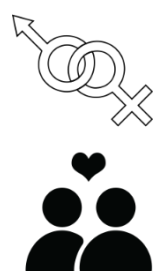
YEAR
9

**SEX, THE LAW &
CONSENT**

CORE
THEME 3

STATUTORY
HEALTH
& RSE

PSHE



1. Sexual Consent and the Law
 2. FGM and the Law, Domestic abuse and violence
 3. Why Have Sex with Delaying Sexual Activity
- Assessment Homework

YEAR
9

1. How Self-Esteem Changes
 2. What is a Penis and Vulva?
 3. Bullying in all its forms
 4. Dealing with Grief and Loss
- Assessment HOMEWORK



STATUTORY
HEALTH

PSHE

WELLBEING

**BODY
CONFIDENCE**

CORE
THEME 5

YEAR
9

YEAR
9

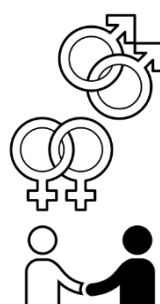
**EQUALITY &
DIVERSITY
EXPLORED**

CORE
THEME 6

CITIZENSHIP

PSHE

EQUALITY



1. LGBTQ+ What is it and rights around the world.
 2. Gender Equality
 3. Ableism and Disability Discrimination and removing barriers.
 4. Racism & Discrimination in Society
- Assessment HOMEWORK

WELCOME

RSE 2026
COMPLIANT

HEALTH 2026
COMPLIANT

SPIRAL THEMATIC APPROACH

- 1) Equality, Diversity & British Values
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets



PSHE Learning Journey

Year 10



SKILLS DEVELOPED

TEAMWORK
& LEADERSHIP

PUBLIC
SPEAKING

PROBLEM
SOLVING

CREATIVITY
& INNOVATION

DECISION
MAKING

RESILIENCE
& STAYING POSITIVE

PLANNING
& ORGANISATION

SKILLS DEVELOPED

YEAR 11

1. Hate Crime in the UK
2. British Values and Identity
3. Individual Liberty and Human Rights?
4. Democracy Explored



CITIZENSHIP

BRITISH VALUES

EXPLORING
BRITISH VALUES

CORE
THEME 1

YEAR
10

YEAR
10

Relationships,
Respect & Modern
Challenges

CORE
THEME 2

RSE

PSHE

PERSONAL SAFETY



1. Dangers of Virginity Testing
 2. Positive Male Role Models & Incels
 3. Marriage Vs Cohabitation & Civil P's
 4. Financial Abuse and Control in Relationships.
 5. Ending Relationships and Personal Safety
- Assessment Homework

1. Honour Based Violence and Forced Marriages and Breast Ironing
 2. Social Media Validation
 3. Modern-Day Slavery
 4. Causes of Knife Crime
- Assessment Homework



STATUTORY
HEALTH

RISK

VIOLENCE,
CRIMES &
SEEKING SAFETY

CORE
THEME 4

YEAR
10

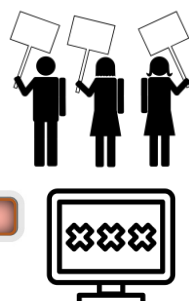
YEAR
10

EXPLORING
RELATIONSHIPS &
SEX EDUCATION

CORE
THEME 3

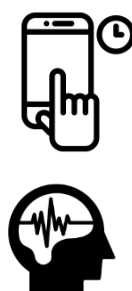
STATUTORY
HEALTH &
RSE

PSHE



1. Pleasure and Delaying Sexual Activity
 2. Campaigning Against FGM
 3. Sexting, Nudes, Penis Pics and online pornography
 4. Unhealthy Relationships & Sexual Assault
- Assessment Homework

1. Child Sexual Abuse
 2. Masculinity & Misogyny
 3. Basic First aid Essentials
 4. Suicidal (Thoughts and Feelings) Promoting emotional wellbeing
- Assessment Homework



STATUTORY
HEALTH

PSHE

WELLBEING

HEALTHY
MINDS & SAFE
CHOICES

CORE
THEME 5

YEAR
10

YEAR
10

HEALTHY BODIES
& HEALTHY
FUTURES

CORE
THEME 6

STATUTORY
HEALTH

PSHE

WELLBEING



1. What is a GP and role of Pharmacists
 2. Local Healthcare System
 3. What is Antimicrobial Resistance
 4. Menstrual & Gynecological Health
- Assessment Homework

WELCOME

RSE 2026
COMPLIANT

HEALTH 2026
COMPLIANT

SPIRAL THEMATIC APPROACH

- 1) Equality, Diversity & British Values
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets





PSHE Learning Journey

Year 11



SKILLS DEVELOPED

TEAMWORK
& LEADERSHIP

PUBLIC
SPEAKING

PROBLEM
SOLVING

CREATIVITY
& INNOVATION

DECISION
MAKING

RESILIENCE
& STAYING POSITIVE

PLANNING
& ORGANISATION

SKILLS DEVELOPED

SUMMER EXAM
SEASON

LEAVING
- YEAR 11 -

REVISION

FINAL EXAMS

YEAR 12

YEAR
11

YEAR
11

STAY SAFE, STAY
SMART

CORE
THEME 6

STATUTORY
HEALTH
& RSE

PSHE

SAFETY

1. Screen Addiction and Studying
 2. Targeted Advertising and Your Data
 3. Cyber Flashing & Unsolicited Images
 4. Upskirting
- Assessment on last lesson

1. Virtual Reality and Live Streaming
 2. New Psychoactive Substances
 3. Festivals and Nitrous Oxide
 4. Substance Addiction
- Assessment Homework

DRUGS EDUCATION

STAYING SAFE

CORE
THEME 4

YEAR
11

YEAR
11

SEXUAL HEALTH

CORE
THEME 3

STATUTORY
HEALTH
& RSE

PSHE

1. Fertility and What Impacts it
 2. Alcohol, Parties & Bad Choices
 3. Importance of Sexual Health
 4. Revisiting STIs and Contraception
- Assessment Homework

1. Teenage Pregnancy Choices and Parenthood
 2. Mental health illnesses
 3. Testicular and prostate Cancer
 4. Breast Cancer, Cervical Cancer & Screening
 5. Organ and Blood Donation
- Assessment Homework

STATUTORY
HEALTH

PSHE

WELLBEING

ADULT HEALTH &
LOOKING AFTER
YOURSELF

CORE
THEME 5

YEAR
11

YEAR
11

JUSTICE, ETHICS
& MODERN
SOCIETY

CORE
THEME 1

CITIZENSHIP

BRITISH VALUES

1. Grime Music + Violence
 2. Moral and Ethical Decisions
 3. Abortion Laws, Morals and Ethics
 4. Sex Trafficking
- Assessment Homework

WELCOME

RSE 2026
COMPLIANT

HEALTH 2026
COMPLIANT

SPIRAL THEMATIC APPROACH

- 1) Equality, Diversity & British Values
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets

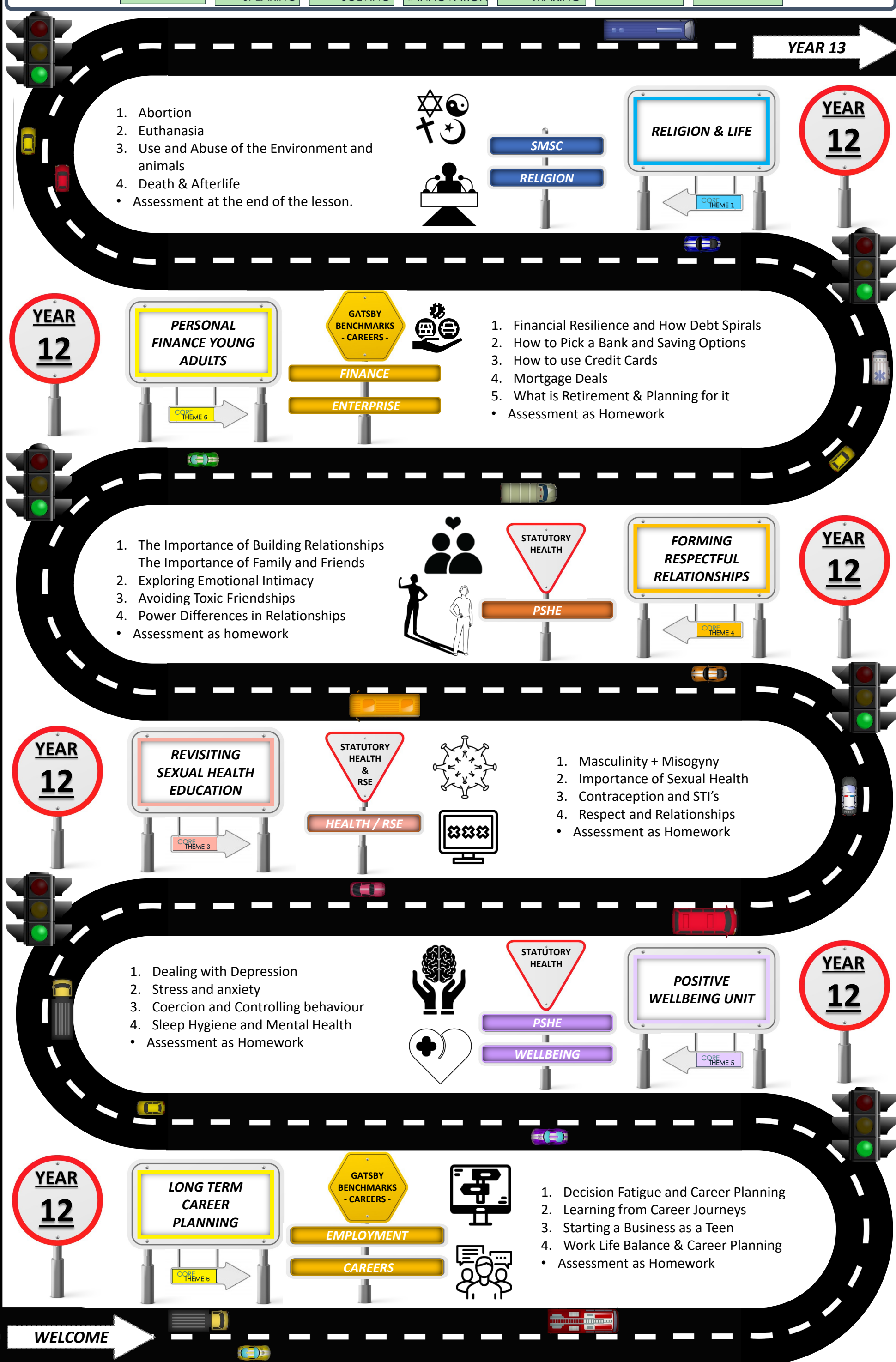


RSHE & PSHE KS5 Journey

Year 12



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



RSE
COMPLIANT

HEALTH
COMPLIANT

GATSBY
BENCHMARKS

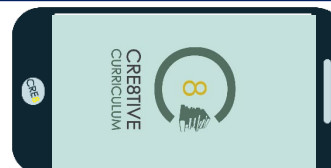
SPIRAL THEMATIC APPROACH

- 1) Religion & Society
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing
- 6) Finance, Careers & Enterprise

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ Assessments





RSHE & PSHE KS5 Journey

Year 13



SKILLS DEVELOPED

TEAMWORK & LEADERSHIP

PUBLIC SPEAKING

PROBLEM SOLVING

CREATIVITY & INNOVATION

DECISION MAKING

RESILIENCE & STAYING POSITIVE

PLANNING & ORGANISATION

SKILLS DEVELOPED

Your Future

A LEVEL EXAM
SEASON STARTS

PREPARING
FOR SUCCESS

REVISION

COURSEWORK

YEAR
13

YEAR
13

RELIGION,
HUMAN RIGHTS &
SOCIAL JUSTICE

CORE
THEME 1

SMSC

RELIGION

1. Religious Freedom
2. Christian Teachings About Wealth
3. Giving Money to the Poor
4. Christianity & Crime
5. Christianity & Punishment
6. Exploitation of the Poor
7. Human Rights & Social Justice

YEAR
13

CONTRACEPTION
& PARENTHOOD

CORE
THEME 3

STATUTORY
HEALTH &
RSE

PSHE

1. Talking About Taboos (B Feeding & Period)
 2. Difficulties of Parenting
 3. What is SMSC
 4. Vape Spiking
- Assessment as Homework

1. Routes to Parenthood and Unintended Pregnancies & Options
 2. Fertility and What Impacts It
 3. Pregnancy, Motherhood & Employment Menstrual Charting
 4. Consent and Boundaries and Revisiting Contraception
- Assessment as Homework

YEAR
13

YEAR
13

CONTRACEPTION
& PARENTHOOD

CORE
THEME 3

STATUTORY
HEALTH &
RSE

PSHE

1. Managing Life's Phases
 2. Body Modifications
 3. Financial Abuse & Control
 4. Importance of Sexual Health and misconceptions
- Assessment as Homework

SEXUAL HEALTH &
SELF CONCEPT

PSHE

WELLBEING

YEAR
13

YEAR
13

EXPLORING YOUR
FUTURE OPTIONS

CORE
THEME 6

GATSBY
BENCHMARKS
- CAREERS -

ENTERPRISE

SMSC & CAREERS

1. Choosing a Degree Subject and why Uni open days are important
 2. University Clearing & Setbacks
 3. National Apprenticeship Week
 4. Understanding different Job Markets
- Assessment as Homework

WELCOME

RSE
COMPLIANT

HEALTH
COMPLIANT

GATSBY
BENCHMARKS

SPIRAL THEMATIC APPROACH

- 1) Religion & Society
- 2) Personal Safety & Digital Awareness
- 3) Relationships and Sex Education
- 4) Modern Dangers: Online and Offline
- 5) Healthy Bodies & Emotional Wellbeing
- 6) Finance, Careers & Enterprise

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ Assessments

