



Great Marlow School

Excellence • Compassion • Integrity

Relationships and Sexual Health Education Policy

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Approved GMS Governors

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Indicate as appropriate:

✓ There has been a change to the previous policy.

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1. Aims and ethos

This policy covers our school's approach to relationships and sex education (RSHE). At Great Marlow School we are committed to providing a broad approach to education which aims to support the academic, cultural, personal and social development of all our students. From September 2026, the new statutory Relationships and Sex Education and Health Education topics are fully delivered in RSHE lessons and in wider curriculum lessons across the school. This is an essential part of a student's education and contributes to their personal development.

RHSE makes a fundamental contribution to realizing the school's vision of ensuring a 'high quality learning environment that inspires students, staff and the community to be compassionate, successful and resilient contributors that will create a better society.' Through its focus on healthy relationships and respect for each other, RSHE promotes the key school values of excellence, compassion and integrity.

RSHE also develops the six core skills introduced to students in the whole school programme 'My Personal Best': reflection, resourcefulness, readiness, resilience, responsibility and respect.

RSHE makes a significant contribution to providing a broad and balanced curriculum which enables students to become lifelong learners, developing confident citizens with a strong sense of self-belief and an appreciation of diversity.

RSHE at Great Marlow School has been designed to be age appropriate, inclusive and sensitive to the needs of the community. The aim of this policy is to help parents and carers to understand RSHE and encourage them to work collaboratively with the school to support their child. It will also provide information for parents, staff, Trustees and other agencies who deliver aspects of the curriculum on the organisation, content and approach the school has to RSHE.

The aims of RSHE at our school are to:

- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Safeguard all members of our community by enabling them to make informed decisions regarding their physical and mental health, safety and personal development;
- Enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship;
- Teach what is acceptable and unacceptable behaviour in relationships, helping them understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Provide a framework in which sensitive discussions can take place;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a secondary academy school we must provide RSHE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to the [2025 statutory guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We are required to have due regard to the Equality Act (2010) which requires Great Marlow School to prevent discrimination, advance equality of opportunity and foster good relations between different groups.

We are required to fulfil our statutory safeguarding duties and ensure any safeguarding issues arising from RSHE teaching are identified and followed up in accordance with the school's safeguarding policy.

At Great Marlow School we teach RSHE as set out in this policy.

3. Policy development

This policy was produced by the Head of RSHE. It was developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – the Head of RSHE pulled together all relevant information including relevant national and local guidance;
2. Trustee consultation – members of the Trustee Board were given the opportunity to look at the draft policy and make recommendations;
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
4. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

We define 'relationships and sex education' (RSHE) as the following:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, puberty, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is about the emotional and social development of relationships and is not about the promotion of sexual activity. It will cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

RSHE lessons also address current key health and safety issues pertinent to the safeguarding of all community members including, but not limited to, vaping, digital footprints, online safety, mental health including loneliness and suicidal thoughts, body image, drugs & alcohol education, FGM, avoiding gangs and knife crime.

5. Curriculum

RSHE is an integral part of our whole school Personal, Social and Health Education (PSHE) curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Physical Education (PE) and Religious Education (RE), among other departments.

Students follow a 'spiral curriculum' that aims to build on the knowledge and understanding acquired in previous years of education (including at Key Stage 2). It will support students to achieve the RSHE outcomes defined by the DfE by the end of Year 11 (see Appendix 2).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The topics and themes, as well as the resources we use, are under constant review as we develop our RSHE curriculum.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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 from inappropriate sources, especially online. As part of RSHE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Great Marlow School continues to develop an RSHE curriculum with the following key principles in mind:

Engagement with pupils. An inclusive and well-sequenced RSHE curriculum to ensure that it is relevant and engaging.

Engagement and transparency with parents. Great Marlow School engages with parents on the content of RSHE and we are transparent with parents about all materials used in RSHE. All materials are available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and Great Marlow School will ensure parents are aware of sex education content within lessons in advance.

Positivity. Great Marlow School aims to focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Our curriculum avoids language which might normalise harmful behaviour among young people.

Careful sequencing. Great Marlow School covers all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Our Programme of Study sequences teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. Planning and sequencing is done in consultation with Directors of Learning and their Tutor Teams.

Relevant and responsive curriculum. Great Marlow School develops the curriculum to be relevant, age and stage appropriate and accessible to all pupils, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met. Regular consultations are held with the safeguarding team at Great Marlow School to review any local new or developed areas of concern that may need to be addressed on the Programme of Study.

Skilled delivery of participative education. The curriculum is delivered by school staff or external providers who have the knowledge, skills and confidence to create a safe and supportive environment, and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.

Whole school approach. The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

6. Delivery of RSHE – Key Stages 3, 4 & 5

In Key Stages 3 and 5, RSHE is taught every Tuesday period 3 of week 1. Students are taught in tutor groups by their form tutor. RSHE modules fit into the core themes prescribed by the Department of Education and these are, broadly: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. RSHE is taught across these themes.

At Key Stage 4, students receive two RSHE lessons over the two-week timetable. One lesson is taught every Tuesday period 3 of week ; students are taught in tutor groups by their form tutor. Key Stage 4 students will have an additional lesson of RSHE at a different point during the timetable; this will be taught by one of a small department of staff and the topic will be different to that taught by the form tutor. The modules follow the same pattern of themes as above.

Students may also receive stand-alone sex education sessions delivered by trained health professionals.

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

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

For more information about our RSHE curriculum, see Appendices 1 and 2. High quality resources, especially those receiving the PSHE Association quality mark, will support our RSHE provision and will be regularly reviewed and updated.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma. We ensure RSHE fosters LGBT+ and gender equality by embedding diversity in our schemes of work and lesson planning as part of an inclusive curriculum.

There is an emphasis on discussion in RSHE lessons in order for students to explore themes and topics under focus; teaching staff can in turn use this to address concerns such as misconceptions and anxieties on the part of students so that they may leave RSHE lessons feeling positive, confident and informed.

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy will explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers may require support and training in handling questions that are better not dealt with in the classroom.

We ensure RSHE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND), by close collaboration between the RSHE Department and the school's Directors of Learning, Learning Support Department and Student Support Department

We use simple baselines to ascertain what students already know and find out what they would like to learn to ensure the content and delivery of RSHE is appropriate and relevant.

Distancing techniques are used to teach RSHE, which provides depersonalized examples which support students to explore what is being taught without sharing their own personal experiences in the lesson. All aspects of PSHE, including RSHE, are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment.

We want students to be able to discuss their concerns and find out information but we cannot guarantee confidentiality. Will there be a safeguarding issue this must be followed up according to the school's safeguarding procedures.

Students are consulted regularly through surveys in order for staff at GMS to understand views on topics taught and the effectiveness of RSHE teaching.

Teaching about the law

There will be a range of opinions regarding some topics within RSHE. The starting principle is that applicable law is taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils are made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating 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
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils will understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

Equality

The school complies with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Our aim is that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.

The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Lesbian, Gay, Bisexual and Transgender content

As above, pupils will understand the importance of equality and respect throughout their education. They will learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

In this school, there will be an equal opportunity to explore the features of stable and healthy same-sex relationships, and this school will ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. All the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning, will be covered.

Pupils at GMS will also be taught the facts and the law about biological sex and gender reassignment. This will recognise that people have legal rights by virtue of their biological sex which are different from the rights of those

of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and will be treated with respect and dignity.

In teaching this, Great Marlow School will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they will be careful not to endorse any particular view or teach it as fact. For example, they will not teach as fact that all people have a gender identity. Great Marlow School will avoid language and activities which repeat or enforce gender stereotypes. Great Marlow School will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Great Marlow School will encourage young people to consider how to express their views while remaining respectful of the opinions of others. Great Marlow School will be clear that bullying or disrespectful language or behaviour is never appropriate.

Where Great Marlow School decides to use external resources, we will avoid materials that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. Great Marlow School will consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

RSHE will be sensitive to the religious background of pupils, and Great Marlow School must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All Great Marlow School may teach about faith perspectives on these topics. In particular, Great Marlow School with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Great Marlow School will be clear when they are delivering content that reflects religious belief.

Pupils with special educational needs and disabilities (SEND)

Teaching will be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special Great Marlow School.

Great Marlow School will be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

“Preparing for adulthood” outcomes are set out at section 7.38 of the SEND code of practice: 0 to 25 years.

Addressing sexual harassment and sexual violence

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, Great Marlow School can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Great Marlow School can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

Supporting young people to develop the skills they need to build healthy relationships will be part of a whole school approach and underpin Great Marlow School’s policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Pupils will understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can

be affected by sexual violence and teachers will avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff will be conscious of everyday sexism, misogyny, homophobia and stereotypes, and will take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils will understand the importance of challenging harmful beliefs and attitudes and will understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff will challenge the ideas, rather than the person expressing them.

Pupils will have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers will encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSHE lessons will be clear that all sexual activity will involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

RSHE lessons will ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This will be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff will know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. The Department publishes statutory safeguarding guidance *Keeping children safe in education (KCSIE)*; this guidance provides a strong safeguarding framework and is clear on the actions a school or college will take if there are any concerns about a child or young person's wellbeing and/or safety. Staff will also be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused. Where lessons are delivered by external agencies, Great Marlow School must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

85. If staff have any concerns about a child's welfare, they will act on them immediately. Part 1 of KCSIE sets out the process staff will follow when they have concerns about a child. Staff will handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils will also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

If staff have a concern about a risk of pupils experiencing or perpetrating harms, they will follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead will have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which it may be appropriate to address in lessons.

7. Roles and responsibilities

7.1 The governing board

As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

Foundation governors of maintained Great Marlow School and trustees of academy trusts that include Great Marlow School with a designated religious character will also have wider responsibilities in relation to maintaining and developing the religious ethos of their faith Great Marlow School.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 8).

7.3 Staff

The RSHE programme is led by the Head of PSHE and managed by the SMSC Coordinator.

It is taught by these two staff as well as a team of PSHE teachers from the Citizenship and PSHE Departments. Some aspects are taught by staff from the Science and RE Departments.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Ensuring RSHE resources are available to students who have been absent from a lesson
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSHE

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. However, if staff find certain topics difficult to teach because of, for example, personal circumstances that may be triggering for them, then help and support must be provided.

7.4 Students

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

8. Working with parents and carers and the right to withdraw

The school believes it is vitally important that all students receive both relationships and sex education. The school recognises how important it is to work with parents and carers to support students.

Guidance for parents and carers entitled 'Understanding relationships, sex and health education at your child's school' can be found on the [Department for Education website](#).

Parents' right to request withdrawal from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Before granting any request for withdrawal of a child from sex education, the head teacher will discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Great Marlow School will want to document this process to ensure a record is kept.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Great Marlow School will ensure that pupils know they have this option.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Relationships education will equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online, which can be done without describing the detail of any sexual activity involved. Similarly, our students will understand the correct terms for different parts of the body and to be able to confidently use these terms.

Requests for withdrawal will be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

To ensure staff are confident to deliver all aspects of the RSHE curriculum, access to online, in-school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Head of PSHE and the SMSC Coordinator through the school's internal procedures, including 'work scrutiny', 'learning walks' and student surveys.

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Appendix 2: Department for Education descriptors for Relationships and Sex Education (RSHE)

Source: *Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* DfE (September 2021)

By the end of secondary school:

TOPIC	PUPILS WILL KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS WILL KNOW
Respectful relationships	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This

	includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalize non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
TOPIC	PUPILS WILL KNOW
Online safety and awareness	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or

	sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
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TOPIC	PUPILS WILL KNOW
Being Safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socializing with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of

	trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasizing that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
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TOPIC	PUPILS WILL KNOW
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.

	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (Prep) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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APPENDIX 2

Great Marlow School's RSHE Learning Journey will continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

RSHE Learning Journey 2025-26 DRAFT

Year 7 Autumn Term 1

Ready for Change:	Describe some of the different feelings people might have about starting secondary school. Explain some of the opportunities and challenges that secondary school can offer, and how people can make the most of these. Identify where and how to get reliable and positive information about starting secondary school.	RESOURCES PPT resources on Student Share
Changing Friendships	Why and how friendships change and develop; recognise the benefits of, and challenges to, making new friends. Learn positive ways to manage our changing and developing friendships.	Fiction - Holes by Louis Sachar Books by Jacqueline Wilson and Michael Morpurgo Fiction- Wonder by RJ Palacio Anne with an E, Netflix
Consent & Boundaries	Understand what constitutes consent, and why consent should always be respected. Identify why personal space and boundaries are important when growing up. Understand how to deal with situations in an assertive way	Fiction - Harry Potter and the Philosopher's Stone (JK Rowling, 1997)
Peer pressure	Explain why it is important to be confident and assertive; know how to deal with peer pressure; understand when peer pressure can go wrong, and how it can make someone else feel	

Year 7 Autumn Term 2

What makes a healthy relationship	Explain the differences between healthy and unhealthy relationships; Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships	<i>Malcolm In The Middle</i> , sitcom PPT resources on Student Share
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What is mental health?	Identify myths and misconceptions about mental health; List strategies that build resilience and respond to difficulties; Evaluate which strategies to manage mental health are most useful to them and others	Fiction - The Suitcase Kid by Jacqueline Wilson
Social Media and Mental Health	Explain how social media can impact how people think about themselves including body image, physical and mental health; List the positives and negatives of using social media, and how to use social media in a positive way.	What Hearts by Bruce Brooks
Coping with change, grief and divorce	List examples of emotions associated with the grieving process; Recognise the difference between helpful and unhelpful questions if faced with parental separation/divorce; Identify some healthy coping strategies to manage the emotions of grief; Name sources of support that can help the management of grief	A Taste of Blackberries by Doris Buchanan Smith Podcasts: ACE-Ing Grief Podcast (Rainbows for All Children) – Let's Hear It for the Kids – Grief in Their Own Words Dear Edward –this Apple TV+ Caitlin's Way, Nickelodeon

Year 7 Spring Term 1

The importance of being kind	define kindness and give examples of kind acts; understand the impact an act of kindness can have; know what acts of kindness we can do for ourselves and those around me	
Energy Drinks & Caffeine	know the causes of body odour and how to prevent it; understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy; understand how important personal hygiene is and how to achieve it	Educational Clips & Documentaries: Know Vape – PBS clip: A short TV-G segment
Vaping	Understand what vaping is and the science behind it; Describe the risks to a person's health when vaping or using shisha; Understand some of the reasons why people might choose to vape or smoke	Nic Sick: The Dangers of Youth Vaping Podcasts:

		Confessions of a Caffeine Addict and Hey, Kiddo by Jarrett J. Korokke
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Year 7 Spring Term 2

Knife Crime & Safety	know basic knife safety and what to do if threatened; explain the legal, emotional, and physical consequences of carrying a knife; understand how knife crime impacts families and communities	Light Decision (UK Short Film, 2010) A poignant short film about teenage knife crime in London. A meaningful conversation-starter for classroom or parent-child discussions.
Avoiding Gangs	understand the reasons why young people might want to join a gang; understand the consequences of breaking the law and engaging in criminal behaviour; think of solutions to prevent young people from joining gangs	

Year 7 Summer Term 1

What is diversity?	Define the similarities, differences, and diversity among different people; Understand the benefits of diversity and inclusion of people, regardless of their differences; Identify the nine protected characteristics in the Equality Act 2010	
Growing up	know what to expect as you grow up understand a range of issues that may impact you as you grow up; understand there are some cultural practices in the world that do not respect 'your body your rules' principles	PPT resources on Student Share Fiction - The Boy with the Buttery Mind by Victoria Williamson Nemours Teen Health: kidshealth.org /
Personal hygiene	know the causes of body odour and how to prevent it; understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy; understand how important personal hygiene is and how to achieve it.	

Year 7 Summer Term 2

Puberty	describe the emotional, social, and physical changes that happen during puberty; understand that girls and boys develop differently during puberty;	Puberty Is Gross, but Also Really Awesome by Gina Loveless
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Online safety	Explain what a gut feeling is and how it links to my intuition ; identify a range of risks associated with being online ; know how to reduce the potential risks when I am online, and where to go to seek further help and support	Fiction – Seare by Natalie C. Parker
Online Fr/ships	Understand the different types of friendships that exist; understand what an unhealthy relationship might look like; explore what being a true friend to someone really entails	Darius the Great Is Not Okay by Adib Khorram
Online gaming, grooming & addiction	Define what a gaming addiction is, and recognise the symptoms of it ; explore the benefits and risks associated with online gaming, including the grooming of players; evaluate what support networks are available to help those in need	UK Safer Internet Centre: https://saferinternet.org.uk https://www.childnet.com/ https://www.youngminds.org

Year 8 Autumn Term 1

Talking about our emotions	Identify a range of emotions accurately and sensitively, using appropriate vocabulary Explain how different emotions make us think and feel Recognise the link between language and mental health stigma	TV: A Kind of Spark (CBBC) The Dumping Ground (CBBC)
Promote Emotional Wellbeing	Explain the factors that affect emotional well-being. Identify ways to promote emotional wellbeing and build resilience. Reframe and learn from disappointments and setbacks.	Newsround specials (“Inside My Head: Taking Control of My Anxiety,” “Thirteen”). Short documentaries and specials tailored to younger teens
Coping Strategies	Understand the importance of having and using strategies to address mental health.	Film: Inside Out and Inside Out 2 (Pixar/Disney) Fiction - Ella on the Outside by Cath Howe

Year 8 Autumn Term 2

Overcoming conflict and finding	Define what forgiveness means; Outline some positive consequences of forgiveness; Explain the process of forgiveness, including the importance of	
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forgiveness	emotional forgiveness	
Taking responsibility for your physical health	Explain the importance of taking increased responsibility for your own physical health; Explain the importance of personal hygiene, dental health, sun safety, and good quality sleep for good health Identify the strategies which may help them to gain more control over their physical health	TV Series & Video Content Serious (serious explorations series on CBBC) A documentary-style show.
Healthy Eating & Cholesterol	Identify the components of a healthy diet. Understand the difference between good cholesterol and bad cholesterol. Understand how to replace unhealthy snacks and foods with healthier alternatives	Understanding the Importance of Physical Activity A short yet informative documentary on YouTube
Dental care	Understand what good dental hygiene looks like. Understand the importance of dental hygiene. Identify effective ways to promote and maintain good dental hygiene.	Fun Exercise Video (YouTube) Podcasts: The Youth Fitness Podcast (Apple) She Persisted – Teen Mental Health Podcast

Year 8 Spring Term 1

Understanding Drugs & County Lines	know what county lines is, and some of the terminology used; understand where you can go for help if you feel threatened by county lines gangs ; understand how county line gangs operate and the dangers of getting involved.	Podcasts Blades And Broken Lives+ Short (around 15 mins) episodes that explore real-life impacts of knife crime through stories, reflections, and statistics—designed to resonate with younger teens. Wild East by Ashley Hickson-
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		Licence (YA verse novel) Recommended for teens 13+.
Alcohol & Risk	Understand why young people may choose to drink and the risks associated with underage drinking. Identify how to make safe choices around alcohol.	“Buzz to Buzzkill” by Annie Grace “Hey, Kiddo” by Jarrett J. Korokke, a graphic memoir about the author’s childhood living with parental addiction. Highly acclaimed for its emotional impact.
Understanding Marriage	Explain the legal, social and emotional commitments people make when they get married Explain why it’s important that marriage should be entered into freely, and never forced upon someone through threat or coercion Explain why marriage is an important relationship choice for many couples	

Year 8 Spring Term 2

Positive vs Negative Relationships	Know how to maintain positive relationships; how to deal with some of the challenges that can arise.	“Respect” by Rachel Brian – a graphic-style guide to consent, boundaries, and healthy relationships.
Boundaries privacy and consent	Understanding what privacy is and why it’s important; Know how to spot when privacy is required Knowing that you can change your mind about consent at any time	Heartstopper (Netflix/graphic novel) Girls in Love (ITV/CITV) Social Skills for Teens by various authors

Year 8 Summer Term 1

Looking after your personal safety	Identify risks to your personal safety Explain ways of reducing risks to your personal safety Describe how to assess risks	
Racial	Understand what racism looks like in its various forms; explore	The Only Black

Equality	ways to challenge racist or prejudiced attitudes; discuss how we can promote racial equality.	Girls in Town by Brandy Colbert
Respecting Women	Understand what is meant by respect Assess the impacts of conscious or unconscious misogyny Understand how we can show women and girls respect	The Prince and the Dressmaker by Jen Wang (graphic novel) Podcast - Feyest Fables A fantasy audio-drama featuring diverse characters—created by a transgender storyteller.

Year 8 Summer Term 2

Sexuality & gender identity	understand the many different key terms and concepts that are used explore and challenge LGBTQ+ prejudices and stereotypes understand the damaging impact homophobic language has on people	The Other Boy by M.G. Hennessey Ana on the Edge by A.J. Sass
Media literacy – interpreting information online	Explain how the online world is similar to or different from the physical world Describe the dangers of overuse of social media Use strategies to assess the reliability and accuracy of online information	
Developing your leadership skills	Identify what effective leadership looks like Set short-term goals for a group Set short-term goal relating to leadership skills	Phoenix Rise – BBC drama

Year 9 Autumn Term 1

Healthy Lifestyle and Balance	Explain the benefits of a balanced lifestyle Explain how learning can improve our wellbeing Know ways of introducing healthy habits into my routine	TV series – My Mad Fat Diary. In My Skin.
Social Media and Mental Health	Explain how social media can impact how people think about themselves Explain how to use social media in a positive way	Books – Gray by Laura Dockrill
Health Services and Examination	Describe how vaccines work Explain why self-examination is important Know how to access health services, such as seeing a GP	Just Like Millie by Lauren Castillo The Rock in My Throat by Kao Kalia Yang

Year 9 Autumn Term 2

The Dangers of Virginity Testing	Understand what virginity testing and hymenoplasty are Recognise the social, ethical and health implications of these practices Know what to do if you or someone else is in danger of these practices	
Relationships and conflict	Know how to describe the characteristics of positive, healthy friendships Describe healthy and unhealthy ways of managing problems in relationships Identify ways to manage a relationship when things go wrong, including any activity online	TV series - Get Even (BBC iPlayer, also on Netflix). My So-Called Life Film - Imperfect High (2021)— A teen drama. Tackles serious issues sensitively, though parents/guardians may want to pre-screen.
Social influences and peer pressure	Recognise when and why I am likely to be influenced by my peers or take risks Identify strategies for managing peer pressure	
Addictive substances – legal and illegal drugs	Define different types of legal and illegal drugs Explain the different criminal charges for different drugs Recognise the risks involved in taking drugs	Junk by Melvin Burgess (realist young adult fiction, UK-set) Junk (BBC Scene, 1999) A television adaptation of Melvin Burgess's novel, produced for teenage audiences. BBC Radio 1's Life Hacks

Year 9 Spring Term 1

Sex, relationships and the media	Recognise how the portrayal of sex in the media can be different to real life Understand how sex and relationships in the media and online can affect people's expectations and behaviours in real life	Film - Five Feet Apart. A romantic drama.
Consent and the law	know the legal definition of consent and the law surrounding it understand the purpose and the importance of consent understand the consequences of sexual activity with no consent Understand that intimate relationships should be pleasurable	"How to Love" by Katie Cotugno. Podcasts - "Let's Talk About It" A podcast created by young people for young people.
Contraception	understand how a variety of different types of contraception work explore which forms of contraception protect against pregnancy, STIs, or both	"Teenagers

	recognise that you have the choice to delay having sex	Untangled"
Pregnancy options	Understand what are the available options for someone who is pregnant; know what might be the long-term consequences of those options; explore how could they impact on the individual?	Films - Juno (2007) Young Mothers (2025)

Year 9 Spring Term 2

STIs + HIV/AIDS	Be able to name at least five common STIs, and explain how they are transmitted understand what HIV/AIDS is understand and how you can reduce the risk of infection understand and challenge misconceptions about HIV/AIDS.	
Pregnancy at a younger age	Understand why young people might become pregnant; how this might make them feel; understand perspectives on teenage sex from the point of view of the law.	Podcasts - "Pregnant Teens" (Spotify) "A Mother and Daughter's Stories of Teenage Pregnancy and Adoption" (Apple Podcasts) "My Teen Pregnancy Story" (Latinx Therapy)

Year 9 Summer Term 1

The impact of having a baby	Understand how having a baby impacts all aspects of your life; explore what support might parents need.	TV series: "The Parent Test" (UK Version).
Family life – parenthood and caring	Identify the roles and responsibilities of parents, carers, and children in families Recognise why stable, long-term relationships are important for family life and bringing up children Recognise what successful parenting looks like	"The Worst Witch" While primarily a fantasy series, it subtly explores themes of friendship, responsibility, and the mentor-mentee relationship, which can offer

		insights into guidance and support.
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Year 9 Summer Term 2

Extremism	define the terms extremism, terrorism and radicalisation; understand the different types of extremism; understand how extremist views can lead to acts of terrorism.	Documentary - Jihad: A Story of the Others
Radicalisation	know what radicalisation is and why it is harmful; describe how the radicalisation process works; understand what the signs of radicalisation look like; understand how these signs can help prevent myself and others from it.	"This Book Is Anti-Racist" by Tiffany Jewell An illustrated guide that helps young readers understand and challenge racism, promoting self-reflection and action.
Antisemitism	define and understand the terms Zionism and antisemitism; explore why Jews have been persecuted in Europe over hundreds of years; understand what is happening today in the UK.	TV series and films: 1. "The Boy in the Striped Pyjamas" (2008) 2. "Anne Frank: The Whole Story" (2001) Fiction - "The Book Thief" by Markus Zusak Podcasts – "Witness from Auschwitz" by BBC World Service Personal accounts of antisemitism and its devastating effects. 2. "The Holocaust Explained"
Financial choices:	Understand the benefits of saving money and budgeting. Recognise different forms of payment systems	

budgeting, saving and debt	Identify ways of preventing excessive debt	
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Year 10 Autumn Term 1

New challenges	Identify the range of opportunities and challenges young people might encounter as they move into adulthood. Explain strategies to help manage these challenges. Analyse how mental health and emotional wellbeing can change throughout life, often in response to external events.	TV Series: Inside Therapy (BBC One): Hosted by Matt and Emma Willis. Adolescence (Netflix): Hard-hitting drama.
Reframing negative thinking	Describe different negative thinking patterns and consider their potential impact on wellbeing. Reframe negative thinking and identify ways to learn from setbacks.	Swiped (Channel 4). Film - The Perks of Being a Wallflower (Available on various streaming platforms)
Recognise when to get help	Recognise signs that someone might need support for mental health concerns. Understand the mental health issues that most commonly affect young people.	Books – "It's Kind of a Funny Story" by Ned Vizzini.
Suicide thoughts & prevention	Identify warning signs that you or a loved one are thinking about or contemplating suicide. Understand how music can be used to help support people through difficult times. Evaluate what support networks are available to help those in need.	"Reasons to Stay Alive" by Matt Haig
Mental health illnesses	Describe what mental health and mental illness is. Explore different types of mental illnesses. Understand what you can do to help someone with their mental health.	
The sleep factor	Explain the importance of sleep for wellbeing and brain function - particularly during adolescence; explain how lifestyle choices can affect sleep quality; describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep	
Managing grief	Explain how people might feel when they are grieving, using the idea of the five stages of grief. Describe positive and healthy ways to cope with the emotions that come with grief.	Fiction – "The Sky Is Everywhere" by Jandy Nelson. Films – "The Book Thief" (2013) "The Lovely Bones" (2009)

Year 10 Autumn Term 2

What is a healthy lifestyle?	Recognise what a healthy lifestyle looks like and think about how healthy my own lifestyle is right now. Set realistic and achievable goals to improve my sleep, eating habits, and how much I move or exercise.	TV - Educating Yorkshire Part 2
Managing our health: services and support	Recognise the importance of regular check-ups Identify which services to approach for different circumstances Recognising when to get help	Film - Embrace: The Documentary (2016) Reflect (2022) Disney short film.
An introduction to body image	Identify how the media shows 'perfect' body shapes that aren't always real. Understand how what I see in the media can affect confidence, mental health and how we feel about our bodies. Have strategies to deal with negative influences and feel more confident in our own bodies.	Podcasts Body Image Coach 4 Teens Understanding Teen Minds by stem4 A podcast providing insights into teenage mental health, covering topics like body image, social comparison, and the impact of social media. stem4
Recognising strengths in ourselves and others	Identify what we're good at and find ways to get even better. Recognise what other people are good at and understand their strengths.	Young Balanced Minds with Rd. Kate Donoghue Books - "Jemima Small Versus the Universe" by Tamsin Winter. "Overcoming Worries About Body Image and Eating" by Anne Stewart, Caz Nahman, and Joanna Adams. "The Body Image Workbook for Teens"
Successful Relationships	Identify multiple types of relationships describe the qualities of positive relationships evaluate the importance of relationship milestones against specific criteria identify ways to end relationships that are kind considerate and respectful of the feelings of others	The Summer I Turned Pretty Based on Jenny Han's novels, this series delves into the complexities of first love and family dynamics during summer vacations.
Sexual Health – choosing the right form of contraception	describe different types of contraception Understand what might affect someone's choice (like health, age, or lifestyle)	Never Have I Ever A Netflix original

Year 10 Spring Term 1

Gender equality benefits & gender-based violence	Explain why gender equality is so important for a healthy, functioning society which benefits everyone. Understand what gender-based violence is Explain facts and statistics around gender-based violence; discuss how we can minimize incidents of violence and inequality from happening.	Film - Moxie (Netflix, 2021) Cyberbully (2015, Channel 4) Books - Let's Talk About It by Erika Moen & Matthew Nolan The Hate U Give by Angie Thomas Podcasts: Teenagers Untangled – Episode 119: "Girls: Sexism, Beauty Standards, Entitlement and Misogyny"
Online groups and radicalisation including Incel Culture	Discuss what incel beliefs are, why they can be dangerous Identify strategies for how to keep myself and others safe from harmful ideas	Masculine Role Models – Episode: "Andrew Tate, Misogyny, Red Pills, and the Manosphere"
Understanding pornography and its influence on misogynistic behaviour	Explain how watching pornography can give people the wrong idea about sex and relationships Explain how watching pornography can lead to misogynistic attitudes and behaviours	
Social influence and pressure	Explain why some young people might get involved in crime Identify when someone is trying to influence me in a negative way. Identify ways of being a good role model for younger people	
Peer-on-peer abuse	Explain what "peer-on-peer abuse" means and spot when someone's behaviour crosses the line. Understand how peer pressure can turn into something harmful or abusive. Know where people can get help if they or someone they know is being abused.	
Online safety – protecting your personal data	Give helpful tips for posting things online in a safe and sensible way. Explain what internet cookies are and how they can change what we see online. Explain what's good and bad about ads that are chosen just for me. Share smart ways to keep my personal information safe on the internet.	

Year 10 Spring Term 2

Gambling	Understand the age-appropriate classifications of games. Explore how online gaming can lead to gambling and skin betting. Evaluate the risks associated with online gaming and online gambling.	Film – Trust Me (Film) A short film produced by the Scottish Gambling Education Hub. Gambling & Young
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		People with Gamble Aware Youth, Adolescent and Young Adults – Gaming to Gambling A podcast exploring the transition from gaming to gambling among youth and young adults, offering insights into prevention and intervention strategies.
Sharing sexual images	Understand the legal, emotional and social consequences of sending sexts Explore the reasons why some young people send sexts, nudes and explicit images Know how to deal effectively and assertively with requests and pressure to send sexts.	Film – After (2019) Books - Let's Talk About It by Erika Moen & Matthew Nolan (2021) The Emotional Lives of Teenagers by Rd. Lisa Damour
Relationships, abuse & rape	Understand the laws regarding rape and sexual assault Understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault Explore what qualities to look for in a healthy, loving relationship.	
Honour-based Violence	Define honour, equality, respect and dishonour Understand the law relating to honour-based violence and its different forms Evaluate the best way to tackle honour-based violence in communities and to promote equality.	
Health choices: blood, organ and stem cell donation	Know scientific facts about giving blood and why it helps people. Identify the importance of donating organs and why it can save lives. Know some scientific facts about donating stem cells and how it can help people who are very ill.	Websites & Online Resources • NHSBT Digital Materials Portal • Anthony Nolan & DKMS UK Video Clips & Documentaries • Organ donation : How Keira's heart saved Max - BBC News • "Deciding to donate a loved one's organs –

		BBC News” (explains consent and law changes)
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Year 10 Summer Term 1

Planning and organising: effective revision	Identify strategies for effective revision Identify which strategies are most effective for individuals Understand the impact of planned revision	
British ID, Mutual Respect & Tolerance	define the different British values Understand the importance of promoting British Values Understand where our sense of identity comes from and why it is important to have a sense of belonging.	Short videos & clips • “What is a hate crime?” (2–3 min explainer). YT • Safe4Me KS3 video task - safe4me.co.uk • Dorset Police “Click and Play: Hate crime” Books (age-appropriate literacy links) • When Our Worlds Collided (Danielle Jawanda, YA). • Noughts & Crosses (Malorie Blackman, YA)
Hate Crime In The UK	Understand the definition of a hate crime and the protected characteristics Know the difference between free speech and hate speech Evaluate recent police statistics for hate-related crime.	
Aesthetic procedures	Name different types of cosmetic and beauty treatments. Understand that some beauty treatments can have risks or side effects. Explain why some beauty treatments are riskier than others.	Short video clips • BBC News / BBC Three short reports about lip fillers / under-18s being targeted. YouTube. • ITV News short investigations (e.g. “Britain’s Backstreet
Self-checking for health	Understand why spotting cancer early can make a big difference. Know how to carry out a self-examination to spot potential early signs of disease Name some common signs of cancer and know what things can increase the risk for both men and women. Understand why some cancers are harder to find early.	

		Surgery Scandal") Websites & organizations for facts, help and referrals: • GOV.UK – Botulinum toxin and cosmetic fillers for under-18s • NHS info pages • HWE Clinical Guidance • BAAPS / BAPRAS (professional bodies)
Routes to pregnancy and miscarriage	Describe how a person's ability to have children changes as they get older, and what things can affect this. Explain what someone can do to have a healthy pregnancy. Explain what the words miscarriage and stillbirth mean. Know where someone can find support if they experience a miscarriage or a stillbirth. Describe the different ways people can become parents. Identify what options are available in the event of an unplanned pregnancy.	Brook animations & demonstrations (condom use, pill explanations, contraception animations). YouTube Brook BBC clips / "Teenage Mams" / "Underage and Pregnant" extracts

Year 10 Summer Term 2

Managing risk: unsafe and emergency situations	Identify factors which increase or decrease safety risks Explain the difference between a risk and an emergency	
Marriage and long-term commitments	Talk about different ways people can show they're committed to each other in a relationship (like marriage or civil partnerships). Understand how some relationships can become official and legally recognised. Understand that forced marriage is wrong, and where someone can get help if they're in danger.	Websites & ready lesson packs (use first) • PSHE Association — Families & Relationships / RSE lesson packs • Brook — RSE lesson resources (including
Parenting	Identify the responsibilities that form good parenting Understand the influence and impact on children and adults of parenting decisions Understand the challenges that parenting can bring	

		scenarios and short films) • NSPCC / It's Not OK (secondary resources)
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Year 11 Autumn Term 1

Revision	Identify strategies for effective revision Identify which strategies are most effective for individuals Understand the impact of planned revision	
Recreational Drug Use	Understand the dangers of using drugs and alcohol, especially in social situations Understand what the law says about possessing and using drugs in the UK	
Sexual health – preventing and treating STIs	Describe the signs of some sexually transmitted infections (STIs) and what problems they might cause in the future. Explain how people can protect themselves and others from getting or passing on STIs Understand why it's important to get tested for STIs and how it helps keep people healthy	Sexual Health Essentials (You Before Two via FPA) Includes frank, engaging lessons with short videos, slides, assessments, and teacher guidance.
Consent and intimacy	Understand that any sexual act without consent is sexual violence Explain what might happen emotionally and physically when people become intimate in a relationship Recognise why blaming someone for being a victim of abuse or violence is wrong and harmful	Two-age-tiered courses: “Core Sexual Health Facts” (Year 9+, age 13+) and “Contraception Choices” (Year 11+, age 15+)
Alcohol, drugs and sex	Understand how taking drugs or drinking alcohol can affect the choices people make, including whether to have sex or not. Recognise the risks—emotional and physical—of having sex while using drugs or alcohol	The Joy of Teen Sex — A Channel 4 series (2011) exploring teenage sexual experiences, health, and relationship issues; dated but useful for reflection and discussion
Managing conflict in relationships	Give examples of different opinions and beliefs people have about relationships. Describe how relationships can grow and change over time.	

Year 11 Autumn Term 2

Drugs and alcohol – assessing risk	Recognise short-term and long-term risks of drugs and alcohol Identify ways of handling risky scenarios including parties Reduce risk of drink-spiking	“Understanding Addiction” – True Tube The Outrun by Amy Liptrot
Addiction –	Recognise when someone is addicted to drugs or	

seeking help	alcohol Recognise when to get help Identify services and support to help with addiction	A memoir by a UK author about returning from London to Orkney & recovering after heavy alcohol use; nature, identity, rehabilitation. (Pls check ahead for potential triggers that may be contained within these resources)
Violence, Aggression and Anti-Social Behaviour	Understand how the things I do can affect my own and other people's physical and mental health. Explain what might cause someone to act in an aggressive or angry way. Know where to go or who to talk to if someone is acting aggressively and needs help.	PSHE Association — "Something's Not Right" Idris Elba: Our Knife Crime Crisis (BBC)
First Aid - CPR	Know how to put someone into the recovery position Assess when CPR is necessary Know that CPR is only first aid until professional help arrives.	
Unhealthy Relationships – Domestic Abuse	Understand the different types of abuse that exist Understand facts and statistics around reported abuse Identify where to go for help and support with abusive relationships.	Panorama / BBC short: "Domestic Abuse: Caught on Camera" Channel 4 Dispatches / Inside a Women's Refuge
Stalking	Define the terms stalking and harassment Identify the behaviours associated with stalking Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment.	National Stalking Helpline (Suzy Lamplugh Trust) — free confidential advice. Paladin — National Stalking Advocacy Service — specialist advocacy and support for higher-risk victims (England & Wales). Childline (NSPCC) — teen-friendly advice pages. Thinkuknow / CEOP (NCA)
Stress and Issues with	Recognise strategies to deal with stress, especially when there is a lot of homework, revision, or	Coping with Pressure at School (Young Minds /

School Work	coursework to do.	Mentally Healthy Schools) — a student-friendly booklet. Academic and exam stress (Mentally Healthy Schools) — overview of causes, effects, signposting to support. mentallyhealthyschools.org.uk School stress – Waiting Room (NHS London Waiting Room)
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Year 11 Spring Term 1

First Aid Defibrillators	Recognise when somebody is having chest pain Understand how to operate a defibrillator using the instruction guidance from the machine Know how to get help for a casualty with chest pain.	Easy Read Booklet: What to do if an adult is bleeding a lot (St John Ambulance) — simplified, student-friendly version
First Aid Bleeding	Describe the signs and symptoms of internal and external bleeding Assess and provide first aid to a casualty who is bleeding Seek medical help if required for a casualty who is bleeding .	

Year 11 Spring Term 2

Know Your Rights – The Equality Act 2010	Name the different types of people the Equality Act 2010 is designed to protect. Recognise what rights and protections the law gives to people. Explain what schools, workplaces, and businesses must do to treat people fairly.	
Lifestyle and wellbeing - Understanding payslips	Understand what the common features of a payslip are Work out using calculations gross pay and net pay on a payslip Know broadly what the costs of living are.	
Online reputation & digital footprints	Define the terms digital footprints and online reputation Understand how to complete an online audit of yourself and know why it is important Understand why and how to build an online personal brand.	Reading: <i>Internet Matters</i> — lots of advice and resources for digital citizenship, online reputation, managing your digital footprint. Videos / Clips Short “What is a deepfake?” explainer videos (YouTube, e.g. BBC, Tech for Good).
Deep Fakes	Understand that deep fakes can be hard to recognize in both still image and video form. Recognise that fake images or videos (like deepfakes) can really upset people and cause lasting harm.	
AI Chatbots	Understand why people use Chatbots.	

	Recognise that AI chatbots can sometimes give bad or wrong advice on serious issues and topics.	Deepfakes and the Law: Why Britain needs stronger protections (QMUL) — deals with legal risks, non-consensual usage.
Festival Safety	Discuss what makes music festivals appealing to younger adults. Identify the potential risks to your safety at a festival and how they can be minimised. Know how to find help and support on a music festival site.	Reading: Festival Safe — UK festival safety advice for attendees (health, hygiene, personal safety) Festival Safe First Aid for Life – Festivals: The Ultimate Survival Guide — comprehensive guide including medical, environment, safety. First Aid for Life Young Scot – Staying Safe This Summer: Guide to Festival Fun Without the Fails — practical tips for young people.

Key Stage 5

Year 12

Autumn Term 1

Acknowledge Skills and Assets	Describe what makes you unique, including your background, culture, and the languages you speak. Recognise what you're good at, including your personal skills and school achievements. Recognise how you learn, what you're confident in and what you find challenging.	“Web of Connections / Circles of Control” style short video British Red Cross – Wellbeing Activities: Being Kind to Yourself
Body Image & Enhancements	Understand how body image can be easily affected by media images Identify coping strategies to deal with negative perceptions of self-body image.	First Steps ED – Body Image & Perception Resources Although focused on body image, their site includes sections on self-esteem, internal assets, journaling and

		self-reflection activities.
Staying safe online	Explain the dangers of sharing personal information on the internet. Recognise how harmful online content can affect people, and I know how to deal with or report it. Give tips on how to build a positive and professional online presence.	NCSC (National Cyber Security Centre) interactive video “Cyberflirts Navigators”.

Year 12

Autumn Term 2

Cultural Diversity & Inclusion	Correctly identify a range of views on why intolerance presents a problem in society; describe differing viewpoints on what should be done to tackle intolerance; analyse why people have differing ideas.	Other-Wise Microlearning (Equity, Diversity & Inclusion) — short films and modules. TED Talks on YouTube
Recognising Harassment & Abuse	Identify what different forms of harassment and abuse may take; Identify ways of dealing with single or ongoing incidents; Know how to find help and report incidents.	Thinkuknow (CEOP / NCA) — UK’s national online safety education programme. CEOP Safety Centre
Alcohol and binge-drinking	Explain how binge drinking and alcohol dependency can affect decision-making and personal safety, road safety, career and reputation; Identify how to manage alcohol use in the immediate and long term.	YouTube “The Road Safety Hour: Drink Driving” workshop video
Safe Driving	Understand that peer pressure can cause young drivers to take unnecessary risks on the road; Identify ways of dealing with peer pressure and distractions from others when driving a car.	“Embrace Life” (seatbelt video) Road Safety GB Video Archive — roadsafetygb.org.uk THINK! (UK)

Year 12

Spring Term 1

Staying safe: dangerous and emergency situations	Identify and assess the risk factors in a variety of situations; Explain how risks can be reduced, and where to find support; Explain the difference between an urgent situation and an emergency situation; Evaluate situations and explain when to perform first aid and when to contact the emergency services.	Annex B: Resources for Relationships Education / RSE (UK Govt) — includes links to online safety materials, fact sheets, and resources for pupils/parents/teachers. GOV.UK
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		PSHE Association / Sex Education Forum
Staying safe: Protecting your finances	Evaluate the risks and benefits of different forms of debt; Evaluate the risks in different financial ventures; Explain how to be responsible with money, including managing financial contracts responsibly and exercising consumer rights.	Online: The Money Charity — Young People section — free resources, workshop materials, lesson packs on budgeting, scams, debt, etc. MyBnk — a UK charity specialising in financial education for young people (7–25). YouTube: “A Young Person’s Guide to Budgeting”
Respectful Relationships : trust & intimacy	Explain the difference between love and lust; Define different types of intimacy Define different levels of emotional intimacy; Explain the impact of varying levels of emotional intimacy.	Online: Talk Relationships (NSPCC / PSHE / NSPCC Learning). NSPCC — Healthy Relationships pages. RSE Service (UK) – Resources page

Year 12

Spring Term 2

Making choices about your sexual health	Identify methods of contraception that would be suitable for varied contexts; Explain how STIs are transmitted and how risk can be reduced through safer sex; Explain the importance of talking about sexual health with a sexual partner.	Online: Brook (UK) NHS – Sexual Health NHS – Teenage Pregnancy Support
Unplanned Pregnancy & Support	Describe how miscarriages can occur, and options available for further advice and support; Describe in detail all of the factors that can cause a miscarriage; Explain the symptoms of miscarriage and why they may be hard to spot as well as the symptoms in the different stages of pregnancy and where further support can be found.	Blog / “real story” sections of Brook or other youth health orgs (often first-person experiences).

Year 12

Summer Term 1

Ending Relationships	Describe ways to have a constructive dialogue; Assess different methods of ending a relationship ; Explain how to manage emotions during the end of a relationship.	Online: The Survivors Trust - a network of specialist rape / sexual abuse services across the UK. SARSAS (Survivors of Rape and Sexual Abuse South West), regional UK support service. sarsas.org.uk NSPCC's "It's Not OK" resource.
Seeking help for sexual abuse, rape, exploitation, assault	Identify how rape and sexual assaults can take place, methods used by rapists and abusers and how we can report them to authorities. Describe how we can look out for red flags, take preventative measures to protect ourselves and friends from danger and where we can find further support.	

Year 12

Summer Term 2

Managing Stress & Anxiety + accessing mental health support	Identify why many students struggle with relaxation and identify some healthy ways we can relax and de-stress; Describe in detail numerous ways we can relax and destress in a healthy way; Describe how some activities prohibit relaxation; explain exactly how these healthy methods help our bodies and minds relax and how particular activities work to prohibit this.	TED Talks / YouTube lectures Documentaries or news features: Mind – Exam Stress Video A short video offering tips on managing exam-related stress. The Mix – Coping with Anxiety De-escalation training videos/ role plays Watching these and analyzing what works / doesn't work is useful.
Staying safe: exiting aggressive social situations	Describe the dangers and consequences of carrying weapons or being involved with gangs or organised crime; Identify the possible triggers for conflict ; Describe strategies to recognise, de-escalate and exit aggressive social situations.	

Year 13

Autumn Term 1

The role of constructive criticism	Explain what it means to have a growth mindset ; Describe the features of constructive criticism and how to provide effective feedback; Identify next steps after receiving constructive criticism, in order to improve	Video: - We Need to Talk About Masculinity (EasySRE) - Consent (2023, Channel 4 drama) Fiction:
Respectful Relationships: values & differences	Identify values that are important to different types of relationships; Discuss the importance of values, faith, and	

	cultural views in a relationship; Explore the complexity of challenging your own values and those of others	Loveless by Alice Oseman
Consent Matters	Define consent and state examples of ways to recognise consent; Define sexual violence and explain the impact on the victim; Explain the issue of sexual violence being under-reported to authorities; Outline ways to manage sexual pressure	

Autumn Term 2

Expenditure and Budget for Uni	Know how to create a budget to manage finance; Recognise the importance of budgeting; Recognise how to prioritise when budgeting.	Get Smart With Money (documentary series)
Health Services: freshers' flu, meningitis	Learn about the importance of monitoring personal health and wellbeing as a young adult; Learn about vaccinations, recognising serious illness; Recognise when someone needs urgent medical care.	Minimalism: A Documentary About the Important Things GOV.UK "Meningitis: don't ignore the signs and symptoms" leaflet / poster aimed at teenagers / new students On Beauty by Zadie Smith <i>The Freshers</i> documentary YouTube video: Sun Safety: How to Take Care of Your Skin in the Sun. SunSafe Schools / Skin resources (UK) Sun Heroes Sun Safety Video
Leaving home: building a healthy lifestyle	Recognise characteristics of a healthy lifestyle, and the risks of an unhealthy lifestyle; Describe the benefits of regular self-examination and screening; Know where to find reliable sources of health information and evaluate media messages about health; Recognise the potential health risks associated with living independently and suggest ways of managing them.	
Physical Health – sun safety, self-checking	Understand the risks associated with sun exposure and skin cancer; Explain the importance of self-checking for skin changes; Apply practical knowledge for sun safety and self-checking; Reflect on personal behaviour and attitudes toward sun safety.	

Spring Term 1

Staying safe - Transport & Travel	Explain how to get home safely, considering the pros and cons of different methods of transport Give examples of important things to do in preparation for travelling abroad	Fiction: "Route of All Evil" (short stories) TfL / Travel for Life – Personal Safety Promotion
Staying Safe –	Know the laws relating to illegal drugs;	"Chasing the Scream:

recreational drugs	Explain how alcohol and drug use can affect decision-making, career and reputation and personal safety, including looking out for friends, safe travel and drink-spiking.	The First and Last Days of the War on Drugs” by Johann Hari (nonfiction)
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Spring Term 2

Drugs & Alcohol	Correctly identify the different risks young people are more likely to take at parties, festivals and clubs; Describe in detail the dangers of the risks young people take at festivals, clubs and parties; Describe how a young person can gain useful guidance and minimise risk for themselves.	YouTube: Teachers TV: KS3/4 Drugs – Breaking the Habit (young people recounting experiences) “Addiction: The Road to Recovery” (BBC documentary) Follows people in treatment and explores new approaches. YouTube: “When Drugs Take Control: The Power of Addiction” “Matt Willis: Fighting Addiction” (BBC) Film - “Treading Water”
Gambling & Addiction	Understand laws around gambling; recognise the differences between betting and gambling; recognise that gambling is an addiction for many people and also impacts family and friends.	
Intersectionality, marginalisation and privilege	Know examples of identity markers; Explain the consequences of halo and horn effects; Define what privilege means within society.	Fiction: “The Color of Law” by Richard Rothstein — (for mature students). “Between the World and Me” by Ta-Nehisi Coates — reflections on race, identity, structural injustice. “No Name in the Street” by James Baldwin

Summer Term 1

Extremism & radicalisation – report or seek help	Understand the different forms of extremism; understand activities that may happen as a result of extremism; understand why individuals become radicalised and what this might look like; know where to get support in the event of any concerns.	Complicit (2013, Channel 4 TV film) Four Lions (2010, Chris Morris) — satirical dark comedy. Generation Revolution
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		(2016)
Professional Relationships	Understand what professional conduct means; Recognize healthy vs. toxic workplace environments; Identify healthy and unhealthy professional relationships; Learn how to maintain boundaries and self-respect at work	“In the Workplace” (short film) — about boundaries, respect and hidden power. TED / YouTube talks: e.g. on “How to disagree respectfully,” “Difficult conversations at work,” “Building trust in teams”
Financial choices: working and earning	Know what salary deductions are, including when and why they might be made; Explain how to use a budget to evaluate current money circumstances and plan for a change in those circumstances; Evaluate different methods of saving money	The Big Short (2008) Inside Job — documentary on the global financial crisis Enron: The Smartest Guys in the Room — corruption in a major company

APPENDIX 3 Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	