



The Athelstan Trust

Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) in our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The Trust believes that RSE is an important dimension of this statutory entitlement, and that it should be complementary to and supportive of the role of parents in educating their children about relationships and sexuality.

The aim of relationships and sex education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good family, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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. Our RSHE policy will provide clear progression from what is taught in the primary curriculum. We will build on the foundation of learning and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

2. Statutory requirements

In our primary schools, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Athelstan Trust we teach RSE as set out in this policy.

3. Policy development

Within the Athelstan Trust, Schools are responsible for determining their own RSE procedures and teaching materials. These will be developed in consultation with staff, pupils and parents. The consultation and school procedure development process involves the following steps:

1. Review –co-ordinated by the RSE lead, a working group of pull together all relevant information including relevant national and local guidance
2. Staff consultation – staff from the schools are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we ask what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy is shared with local governors for ratification

4. Definition

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

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

5. Curriculum

5.1. Curriculum design

Each school within the Trust has set out their Curriculum for Relationships, Sex, Education and their approach to delivering RSE and roles and responsibilities on their school website. Staff responsible for RSE teaching in each school will ensure that the curriculum is appropriate to the needs of pupils and will adapt content according.

As a minimum, all schools within the Trust will meet statutory guidance of topics covered in the following guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

5.2 Curriculum Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In July 2025, the DfE produced new statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education) which takes effect from September 2026. Schools in the Trust may begin teaching in line with the guidance ahead of the September 2026 deadline. Each school sets out their procedures for teaching RSE Appendix 1 of this Policy: as per the guidance, this information will include names / roles of those responsible for teaching RSE in each school.

5.2.1 Primary Schools Curriculum Delivery

Across our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Statutory Guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. Our individual schools will determine the content that they will cover, including any additional content on sex education to meet the needs of pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group Schools will use material to assist learning, such as:

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

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

Schools will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

For more information about the RSE curriculum in the individual school, please see Appendix I.

5.2.2 Secondary Schools Curriculum Delivery

Across our secondary schools, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

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

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as:

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

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

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

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

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours

- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

Schools are actively encouraged to design their curriculum to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. Where possible, schools will endeavour to inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

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

For more information about the RSE curriculum in the individual school, please see Appendix I.

5.3 Inclusivity

Our schools will teach about these topics in a manner that:

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

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

5.4 Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

All schools in the Trust have curriculum materials available for parents / carers to view. An appointment should be made with the RSE lead.

6. Use of external organisations and materials

Schools will work with external organisations and providers to ensure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Our schools **won't**, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don't allow their material to be shared with parents and carers

7. Roles and responsibilities

7.1 The board of trustees

The board of trustees will approve the RSE policy and hold the CEO to account for its implementation.

7.2 The CEO

The CEO will

- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation

7.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

7.4 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

7.5 Staff

Staff are responsible for:

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

Whilst staff are expected to teach RSE, the Trust encourages staff to discuss concerns about teaching RSE with the headteacher, giving consideration of the needs of all stakeholders.

7.6 Pupils

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

8. Parents' right to withdraw

8.1 Primary Pupils

Across our primary schools, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher of the school.

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

8.2 Secondary Pupils

Across our secondary schools, parents/carers have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher of the school.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

9. Monitoring arrangements

Schools will typically review their Curriculum and RSE Procedures Annually, consulting with parents where appropriate. This Policy will be reviewed and approved by the board of trustees annually.

Appendix I

School specific procedures for RSE will be shared in this appendix.

From September 2026, this will meet the requirements of the Department for Education (DfE) Relationships and Sex Education (RSE) and health education guidance issued in July 2025. This guidance can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Personal Development Curriculum Commencing Academic Year 2026

SWR PD Curriculum Intent			
The Personal Development scheme of work is to provide a rich and broad curriculum for learners of all abilities and backgrounds that allows them access to a wide range of issues and topics that empowers them to be agents of change. In turn, they can use their voices effectively and make appropriate informed decisions and choices. Such choices should give students the autonomy and confidence to keep themselves safe, healthy and take into account their roles and responsibilities. Whilst recognising and appreciating the roles and functions of others and institutions within society. The curriculum is designed to meet statutory requirements as well as the needs of our students, informed by student, parental and staff voice and aims to use up to date, relevant resources and address trends in society. This needs to take into account our rural setting, that is still influenced by the digital and wider world. The curriculum aims to signpost where learners can turn to for support and help when required.			
Year 7 – Note students will have 1 lesson a week in year 7			
SWR Big Question	Overarching topic	SWR Lesson Question	Learning Opportunities
What are my rights and responsibilities?	Inclusion, bullying and discrimination	Y7.1: How do we handle different views respectfully?	1. that people have different values and perspectives, and how to manage differences constructively and respectfully 2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media
		Y7.2: What rights do we all share and why do they matter?	3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination 4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely
		Y7.3: How can we recognise and challenge bullying in all its forms?	5. <u>to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others being bullied</u>

How do I keep myself healthy?	Healthy Lifestyles	Y7. 4: What does a healthy lifestyle look like?	1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits 2. the benefits of physical activity and exercise for health and wellbeing 3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences
		Y7.5: How does sleep affect our health and wellbeing?	4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep
		Y7. 6: Is all food equal for our wellbeing?	5. about nutrition and the role of a balanced diet as part of a healthy lifestyle 6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink
What are my rights and responsibilities?	Online Life	Y7. 7: How much of our lives should we share online?	1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private 2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online
		Y7.8: How does the internet increase both risk and opportunity?	3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings 4. the role social media plays in connecting people, sharing experiences and finding community
		Y7.9: Are online images giving us the true picture?	5. that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online
How can I keep myself healthy?	Mental Health and Wellbeing	Y7.10: How can we name and understand our emotions?	1. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary 2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations
		Y7. 11: What helps us to feel happy and well?	3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself 4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel

			lonely at times and ways to manage feelings of loneliness
		Y7.12: What affects our wellbeing as we grow up?	6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition 7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time
		Y7.13: How can we cope with big powerful emotions?	8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events 9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing
How do I keep myself healthy?	Puberty and adolescence	Y7. 14: Why do our bodies change through puberty?	1. about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up 2. about the adolescent brain; the relationship between brain development and hormonal changes as people mature
		Y7.15: What do we need to know about menstrual health?	3. how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health
How do I keep myself safe?	Harmful relationships and behaviour	Y7. 16: Why are some practices harmful and against the law – FGM?	1. the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
		Y7. 17: How can we keep ourselves and our belongings safe?	1. how to take care of personal belongings and use mobile phones safely when out and about 2. skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know
		Y7. 18: How can other influence the risks we take?	3. how risk taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts

		Y7.19: What strategies help us to move away from situations that may become unsafe?	6. skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous
How do I keep myself safe?	Healthy and positive relationships	Y7.20: What values matter most in our relationships?	1. to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships 2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others
		Y7. 21: Why don't people all experience attraction in the same way?	3. that sexual attraction and sexuality are diverse
		Y7. 22: How do families help children grow and thrive?	4. the importance of loving family relationships for bringing up children and roles and responsibilities within families 5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe
		Y7. 23: What does respectful behaviour in a relationship look like?	6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours 7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know
		Y7. 24: What does it take to manage relationships responsibly?	8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change 9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families 10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
What could my future hold?	Economic Wellbeing	Y7. 25: Why do people have different attitudes to money?	1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
		Y7. 26: How can we make smart choices with money?	2. how to manage emotions in relation to money 3. how to assess and manage risk in relation to financial decisions that young people might make
		Y7.27: What influences how we spend our money?	4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people

	Careers education: aspirations, learning and work	Y7. 28: Do we all follow the same path in life?	1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities 2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices 3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty
		Y7. 29: How can we set goals that challenge and inspire us?	4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life 5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative 6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment
		Y7. 30: What creates a healthy work environment?	7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment

Year 8 – Note students will have 1 lesson a fortnight

SWR Big Question	Overarching topic	SWR Lesson Question	Learning Opportunities
How can I keep myself healthy?	Drugs education	Y8.1: How do we use medicines safely?	1. the importance of taking prescription and over-the-counter medicines correctly
		Y8.2: What are the risks of legal and illegal substances?	2. about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit 3. the law relating to the supply, possession, use and misuse of legal and illegal substances
		Y8. 3: What influences attitudes around alcohol?	4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption
		Y8. 4: What are the risks of smoking and vaping?	5. about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping 6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs
		Y8. 5: How can we make safe, independent and informed choices?	7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support
How can I keep myself safe?	Personal Risk and safety	Y8. 6: Are games of chance always harmless and fun?	4. the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling 5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing
		Y8. 7: How can we spot the signs of criminal exploitation?	7. how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support
		Y8.8: Why do some people carry weapons and what are the risks?	8. motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon 9. which trusted adults can support them with worries
How can I keep myself safe?	Harmful relationships and behaviours	Y8. 9: How can we tell who to trust?	1. ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe 2. the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help
		Y8. 10: When does attention become too much?	3. to distinguish between crushes, romantic gestures and obsessive fixation on others 4. to recognise the signs of relationship abuse, including

			in the home; that abuse can take different forms; strategies to seek help and support
		Y8.11: How can we recognise unsafe and harmful behaviour?	5. what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them 6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour
		Y8. 12: What are the warning signs that something isn't safe online?	7. the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others 8. what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it
What are my rights and responsibilities?	Online life	Y8. 13: How can we tell if online content is trustworthy?	6. how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information
		Y8: 14: Who uses our data and why?	7. how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used
		Y8: 15: How does our data shape what we're shown online?	8. that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it 9. how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline
		Y8: 16: What do online scams look like?	10. how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online
How do I keep myself healthy?	Keeping well, health services and First Aid	Y8: 17: What is the difference between healthy teeth and perfect teeth?	1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes
		Y8: 18: How can we protect our bodies from harm?	2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society 3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage

Year 9 – Note students will have 1 lesson a fortnight

SWR Big Question	Overarching topic	SWR Lesson Question	Learning Opportunities
How do I keep myself healthy?	Keeping well, health services and first aid	Y9. 1: Would you know what to do?	5. how to respond to common injuries or minor ailments, including basic first aid 6. how to respond in a range of emergency situations; to report rather than film incidents
		Y9: 2: Every second counts: Can you use skills and resources to save someone?	7. life-saving skills, such as cardio-pulmonary resuscitation 8. the purpose of defibrillators, how to locate and use them, and that anyone can do so
	Puberty and adolescence	Y9. 3: Know your normal. Are you checking yourself regularly?	4. how and why to carry out regular self-examination e.g. breast and testicular self examination
	Keeping well, health services and first aid	Y9. 4: Do you know where to go to get health support?	4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them
What does my future hold	Careers education	Y9.5: What's next? Are you ready to choose your path?	8. the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process
		Y9.6: Are your choices truly your own?	9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations
How can I keep myself safe?	Online Harm	Y9. 7: Can you spot harmful content online?	1. that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence
		Y9. 8: Are you protecting yourself online?	2. how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally 3. how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours

		Y9. 9: AI helper or hidden harm?	4. how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking 5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences 6. about the motivations, consequences and potential harms of creating and sharing deepfakes 7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help
What are my rights and responsibilities?	Boundaries and consent	Y9.10: Is it a yes? Do you know what consent really means?	1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) 2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances 6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent
		Y9. 11: Are you thinking beyond consent?	3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person
		Y9. 12: Ready or not? Who decides when it is right?	4. about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex 5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others
How can I keep myself healthy?	Sex education	Y9.13: What does intimacy feel like?	1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive 2. how choices about sex can impact physical health, relationships and mental wellbeing 3. the law relating to sexual consent
		Y9. 14: Protected or not? Do you know your options?	4. about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice 5. the communication skills to effectively discuss contraceptive use (including condoms) with a partner 6. the risks related to unprotected sex, including

			sexually transmitted infections (STIs) and unintended pregnancy
		Y9. 15: Do you understand STI's and how to protect yourself?	7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people 8. how to access confidential advice and treatment regarding sexual health
	Mental Health and wellbeing	Y9. 16: Would you notice the signs?	10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so
		Y9.17: How can I cope with change?	5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships

Year 10 — Note students will have 1 lesson a fortnight			
SWR Big Question	Overarching topic	SWR Lesson Question	Learning Opportunities
What could my future hold?	Economic Wellbeing	Y10. 1: Do your beliefs shape your choices?	5. how personal values and attitudes can affect financial decisions 6. about social and moral dilemmas relating to spending 7. to recognise and manage a range of influences on their financial decisions 8. the skills to evaluate the reliability of sources of financial advice for young people
		Y10. 2: Can you budget for life?	9. how to budget effectively for different circumstances; the benefits of saving
		Y10. 3: Invest, borrow or insure? Do you know the risks?	10. the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance 11. factors to consider before taking on debt and ways of managing debt
What are my rights and responsibilities?	Healthy, positive relationships	Y10.4: How do you see yourself and does it shape your relationship?	11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others 12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online
		Y10. 5: Understanding identity and attraction. Is everyone the same?	13. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice 14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds 15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships
		Y10.6: What do you do if something feels wrong?	16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support 17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed 18. reasons people have for making different choices about long-term relationships and parenting

		Y10: 7: What does parenting really involve?	22. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life 23. about shifting family dynamics and how to manage their increasing independence in relation to others
		Y10: 8: Same commitment different labels. Do you know the difference?	19. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships 20. that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion 21. that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage in their family
How do I keep myself healthy?	Drug education	Y10: 9: Harmful or helpful?	8. the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong 9. the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society
		Y10: 10: One decision, lifetime impact. Do you know the risks?	10. about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities 11. the law and risks related to buying or selling substances online
		Y10.11: Thinking clearly? How can alcohol and drugs affect your decision making and personal safety?	12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity 13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers 14. to identify and access help for problematic and harmful substance use, including alcohol how to access cessation services for smoking and vaping dependency
How do I keep myself safe?	Online harms	Y10.12: Your image, your rights. Do you know what they are?	8. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns 9. risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion 10. to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and

			why to report the content and seek appropriate support
		Y10.13: Does porn mislead you about relationships?	11. evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies 12. about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour 13. how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death
		Y10. 14: Luck of illusion. Do you understand the odds?	14. about thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help
	Personal safety, risk and influence	Y10.15: New places, new risks. Are you ready?	10. ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult 11. personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right.
How do I keep myself safe?		Y10.16: How can you influence others?	12. to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media 13. to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour

		Y10.17: When things escalate what can you do?	14. the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise 15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations 16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf
How do I keep myself healthy?	Keeping well, health services and first aid	Y10. 18: How can you save someone's life?	15. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Year 11 – Note students will have 1 lesson a fortnight

SWR Big Question	Overarching topic	SWR Lesson Question	Learning Opportunities
What are my rights and responsibilities?	Inclusion, bullying and discrimination	Y11.1: Are you open to others?	6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online 7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures 8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate 9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others 10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm
		Y11.2: Is it more than banter? Would you recognise it?	11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics 12. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours 13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes
		Y11.3: Balance, control and harmful. What are you seeing?	14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships 15. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others 16. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed
How can I keep myself	Harmful relationship behaviour	Y11.4: Pressure in disguise. Would you recognise it?	10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond

			11. about the impact of victim-blaming, and ways to challenge victim-blaming attitudes
		Y11.5: Where's the line?	12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them 13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made
		Y11.6: Flattering or frightening, where's the line?	14. to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours 15. to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns 16. the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support
	Sex education	Y11.7: What makes intimacy positive?	9. about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships 10. how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent 11. the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship
		Y11.8: STI's, do you have all of the facts to make informed decisions?	12. about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing 13. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them 14. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services

		Y11.9: Trusted source or trend. Do you know the difference?	15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception 16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use 17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment 15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception 16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use 17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment
How can I keep myself healthy?	Reproductive health	Y11.10: Regular or not? Would you know the difference? Y11.11: Would you know what to do if you were pregnant/support someone who was pregnant?	1. that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals 2. about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive 3. the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support 4. about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus 5. about miscarriage and pregnancy loss and the support available
		Y11.12: How do our bodies change over time?	6. about reproductive and gynaecological health, including menopause and the importance of pelvic floor health 7. where, how and why to access reproductive health advice and treatment 13. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help

What are my rights and responsibilities?	Boundaries and consent	Y11.13: Your choice, your timing. Are you listening to yourself?	7. to identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older 8. to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships 9. the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent
		Y11.14: Who's really deciding?	10. about sexual pressure; internal and external expectations about sexual behaviours and how to manage these 11. that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent
What does your future hold?	Online Life	Y11.15: Are you in control or are you being controlled?	11. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing
		Y11.16: Real life or highlight reel. What are you comparing yourself to?	12. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification 13. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI
		Y11.17: Suggested for you. But why?	14. about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this 15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online 16. ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology