



T.I.M.E Logic House  
138 Central Street St Helens  
WA10 1UD  
Tel: 01744 808040

[enquiries@thisismyeducation.org.uk](mailto:enquiries@thisismyeducation.org.uk)

Managing Director: Jillian Fairclough  
[jillianfairclough@thisismyeducation.org.uk](mailto:jillianfairclough@thisismyeducation.org.uk)

Facebook: This Is My Education

# TIME

## Relationships & Sex Education (RSE) Policy

|                            |                               |                        |
|----------------------------|-------------------------------|------------------------|
| <b>Approved by:</b>        | Kerrie Boswell (Lead on SMSC) | <b>Date:</b> June 2026 |
| <b>Last reviewed on:</b>   | June 2026                     |                        |
| <b>Next review due by:</b> | June 2027                     |                        |

## Contents

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| 1. Aims .....                                                           | 3  |
| 2. Statutory requirements .....                                         | 4  |
| 3. Policy development .....                                             | 4  |
| 3.1 Consultation .....                                                  | 4  |
| 3.2 Accessibility of this Policy .....                                  | 5  |
| 4. Definitions .....                                                    | 5  |
| 5. Delivery of RSE .....                                                | 6  |
| 5.1 Handling Questions Beyond the Scope of RSE .....                    | 6  |
| 6. Inclusivity .....                                                    | 6  |
| 7. Curriculum design .....                                              | 7  |
| 8. Character 120 .....                                                  | 7  |
| 9. Use of resources .....                                               | 8  |
| 10. Use of external organisations and materials .....                   | 8  |
| 10.1 Use of the Policy by External Stakeholders .....                   | 8  |
| 10.2 Materials .....                                                    | 8  |
| 11. Safe and effective Practice .....                                   | 9  |
| 12. Roles and responsibilities .....                                    | 9  |
| 12.1 The governing body .....                                           | 9  |
| 12.2 The headteacher .....                                              | 9  |
| 12.3 Staff .....                                                        | 9  |
| 12.4 Students .....                                                     | 9  |
| 13. Parents' right to withdraw .....                                    | 10 |
| 13.1 Parents' Access to materials .....                                 | 10 |
| 14. Training .....                                                      | 10 |
| 15. Monitoring arrangements .....                                       | 10 |
| APPENDIX 1: Curriculum Maps .....                                       | 12 |
| APPENDIX 2: External Agencies and Specialist Visitors .....             | 18 |
| APPENDIX 3: Parent Form: Withdrawal from sex education within RSE ..... | 20 |

## 1. Aims

The aims of Relationships and Sex Education (RSE) at TIME are to create a curriculum that prepares learners for life. We recognise that our young people, particularly those with SEND, SEMH needs and neurodiverse profiles, may experience additional barriers in understanding themselves, relationships, social expectations, communication and the world around them. Through our RSE curriculum we aim to explicitly teach and develop the knowledge, skills and understanding needed to navigate life safely, confidently and positively.

Our RSE curriculum aims to:

- Develop learners' understanding of healthy relationships of all types, including friendships, families, online relationships and intimate relationships
- Support young people to understand that actions have consequences and help them recognise how decisions can impact themselves and others emotionally, physically, socially and legally. We aim to develop learners who can reflect, make informed choices and understand responsibility within relationships and wider society
- Encourage learners to explore the world with curiosity, ask questions and develop confidence in seeking information safely. We want young people to know that questions are welcomed and that understanding themselves and others is a lifelong process
- Help learners develop a stronger understanding of themselves, including their emotions, identity, strengths, needs, values and personal boundaries
- Recognise and respond to the barriers experienced by neurodiverse learners and those with SEMH needs. We understand that many pupils may require explicit teaching around social communication, emotional understanding, self-regulation, relationships and interpreting the world around them. We therefore provide an accessible, adapted and trauma-informed curriculum.
- Promote self-awareness and emotional literacy so pupils develop confidence in recognising, expressing and communicating their needs appropriately
- Create a positive and respectful culture around relationships, sexuality and identity where differences are valued and diversity is respected
- Teach pupils the correct vocabulary to describe their bodies, emotions, relationships and experiences, enabling them to communicate clearly and seek help when needed
- Prepare learners to recognise unsafe situations, understand consent and boundaries, identify risks including exploitation, coercion and unhealthy relationships, and know where and how to access support
- Promote wellbeing, inclusion, safeguarding and preparation for adulthood as part of our wider whole-school approach

Our RSE provision is part of our whole-school commitment to wellbeing, safeguarding and positive relationships. It is designed to:

- Support students' personal development and mental health.
- Reinforce our safeguarding policies and procedures.
- Promote equality, respect and inclusion in line with our school ethos and British values.

The DfE statutory requirements mean schools must teach Relationships Education and Health Education and provide Relationships and Sex Education (RSE) in secondary settings.

At TIME, as a specialist SEMH/SEND provision, we recognise that our learners often require explicit teaching, repetition and structured opportunities to develop understanding around relationships, communication, safety and emotional wellbeing.

Our RSE curriculum forms part of our wider whole-school approach to:

- Wellbeing
- Safeguarding
- Emotional regulation
- Positive relationships
- Preparation for adulthood
- Personal development
- Our intent is to equip learners with the knowledge, skills and confidence to:

- Build healthy relationships
- Recognise unsafe situations
- Communicate needs
- Understand themselves and others
- Make informed decisions
- Access support when needed

This curriculum is underpinned by trauma-informed practice and adapted to meet the social, emotional and communication needs of learners with SEMH and SEND.

## 2. Statutory requirements

At TIME we must provide RSE to all students as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

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

At TIME we teach RSE as set out in this policy.

## 3. Policy development

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

1. **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Student consultation** – we investigated what exactly students want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

### 3.1 Consultation

Parents are viewed as partners in RSE.

Consultation occurs through:

- Parent information evenings
- PSHE parent evenings
- Feedback opportunities
- Policy review consultation
- Pupil voice
- Governor review

Termly curriculum overviews are shared with families through posters and information leaflets explaining upcoming content.

Parents can attend PSHE drop-in sessions every Friday between 3pm–5pm.

### **3.2 Accessibility of this Policy**

This policy is freely available to all parents, carers, staff, pupils, and stakeholders. It is published on the school website, and copies are available on request from the school office. Full curriculum plans and teaching content are attached within the appendices of this policy.

Parents can also:

- > Request resources
- > Attend curriculum events
- > Contact school
- > Arrange meetings
- >

Each term parents receive a curriculum leaflet outlining what pupils will cover.

## **4. Definitions**

### ***Relationships and Sex Education***

At TIME, Relationships and Sex Education (RSE) includes both Relationships Education and Sex Education, taught in an integrated way. This reflects statutory guidance for secondary schools, which recognises that young people benefit from a connected approach where topics such as consent, respect, and sexual health are considered together.

We define relationship education as -Learning about families, friendships, boundaries, online relationships, consent, respect, wellbeing and positive relationships.

Relationship Education does not involve explicit teaching of the mechanics or detail of sexual activity; however it may include discussion of sensitive topics where necessary to:

- > Keep children safe
- > Help pupils recognise abuse
- > Understand exploitation
- > Recognise grooming or coercion
- > Know how and where to seek help

We define Sex Education as: Learning about human reproduction and sexual health beyond the statutory science curriculum.

This includes:

- > Contraception
- > Pregnancy
- > STIs
- > Sexual health choices
- > Intimate relationships

In addition to statutory requirements, our school has chosen to teach:

- > Consent
- > Online safety
- > Healthy and unhealthy relationships
- > Pornography awareness
- > Exploitation
- > Coercion
- > Fertility and pregnancy choices
- > Emotional literacy
- > Preparing for adulthood

We believe these areas are essential for safeguarding and preparing young people for adult life.

## **5. Delivery of RSE**

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

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

RSE in the KS3/4 phase 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

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

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

### **5.1 Handling Questions Beyond the Scope of RSE**

Staff will answer questions in a way that is age-appropriate, factual and supportive, while maintaining the boundaries of the agreed curriculum.

At secondary level, where a pupil has been withdrawn from specific sex education lessons, staff will provide factual, age-appropriate responses without delivering full lesson content, and will signpost pupils to appropriate support services if needed.

## **6. Inclusivity**

We recognise the diversity of our school community and ensure RSE reflects:

- The experiences of LGBT pupils and families, delivered in a clear, sensitive and respectful manner
- The religious and cultural backgrounds of pupils, while upholding the Equality Act 2010
- The needs of pupils with SEND, ensuring teaching methods and resources are differentiated and accessible

We recognise that aspects of the curriculum can be sensitive to students' experiences. During lessons, we will make students feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that students learn about these topics in an environment that's appropriate for them, giving careful consideration to the level of differentiation needed, for example in:

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

We ensure RSE is inclusive and meets our legal duties under the Equality Act 2010 by:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations

Teaching and resources are adapted to ensure accessibility for all learners.

Adaptations may include:

- Visual supports
- Simplified language
- Pre-teaching vocabulary
- Sensory considerations
- Smaller group delivery
- Social stories
- 1:1 discussions
- Scaffolded activities
- Assistive technology

Learning is differentiated without lowering expectations.

## **7. Curriculum design**

Our curriculum is set out as per Appendix 1.

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 online.

Our RSE curriculum has been designed using:

- DfE RSE guidance updates (2026)
- PSHE Association Programme of Study
- Equality Act 2010
- Keeping Children Safe in Education
- Local safeguarding priorities
- Pupil voice
- Staff consultation
- SEMH and SEND needs

From September 2026 the school will deliver RSE through EC Publishing PSHE resources, ensuring alignment with updated statutory guidance.

The school has also subscribed to Pol-Ed, providing high-quality safeguarding, PSHE and personal development resources to strengthen learning around:

- Online safety
- Exploitation
- Healthy relationships
- Community safety
- Local safeguarding themes

## **8. Character 120**

From September 2026 TIME will introduce Character 120 as part of its personal development offer.

Character 120 is a structured framework designed to support pupils in developing positive character traits and life skills through 120 character experiences and opportunities.

The programme supports:

- Resilience
- Confidence
- Communication
- Self-awareness
- Leadership
- Emotional wellbeing
- Preparation for adulthood

For learners within an SEMH and SEND provision, Character 120 complements RSE by helping pupils build identity, belonging and positive relationships through practical experiences.

## 9. Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage, and background of our students
- 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 students' experiences and won't provoke distress

## 10. Use of external organisations and materials

### 10.1 Use of the Policy by External Stakeholders

This policy also informs visiting health professionals, speakers and inspectors about:

- The aims and values of our RSE curriculum
- The teaching methodologies expected in our school
- Safeguarding procedures and staff responsibilities during external contributions

### 10.2 Materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage.
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

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

- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **11. Safe and effective Practice**

RSE is delivered in a way that promotes emotional safety and wellbeing.

This links directly to:

- Safeguarding Policy
- Child Protection Policy
- Behaviour Policy
- SEND Policy
- Equality Policy
- Online Safety Policy
- Mental Health and Wellbeing Policy
- Attendance Policy

Staff establish:

- Ground rules
- Respectful discussion expectations
- Confidentiality boundaries
- Safeguarding procedures

Any safeguarding disclosures arising from lessons are managed through school safeguarding procedures.

## **12. Roles and responsibilities**

### **12.1 The governing body**

The TIME Governors will approve the RSE policy and hold the headteacher to account for its implementation.

### **12.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (See Section 13.)

### **12.3 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff who teach the PSHE curriculum are responsible for teaching RSE in our school.

### **12.4 Students**

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

### **13. Parents' right to withdraw**

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

Requests for withdrawal should 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.

#### **13.1 Parents' Access to materials**

Parents are entitled to view the resources and teaching materials used in RSE lessons. These can be shared at parent information evenings, by request through the school office, or via secure online access where appropriate.

### **14. Training**

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

Staff receive ongoing training to ensure they are confident and competent in delivering high-quality Relationships and Sex Education appropriate to the needs of learners within our SEMH/SEND setting. Training is provided through a range of internal and external professional development opportunities and reflects current statutory guidance, safeguarding priorities and emerging issues relevant to young people.

Training may include specialist input from organisations such as Brook, Pol-Ed, local authority services and the St Helens Safeguarding Children Partnership, alongside additional providers linked to safeguarding, SEND, SEMH, trauma-informed practice and health education.

The headteacher and teachers in charge of each base will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and also to deliver RSE where appropriate.

### **15. Monitoring arrangements**

RSE provision is monitored and evaluated through:

#### **Pupil voice**

- Learner questionnaires
- Discussions
- Feedback
- Focus groups

#### **Lesson observations**

- Formal observations
- Learning walks
- Drop-ins

#### **Assessment checkpoints**

Ongoing assessment is embedded discreetly throughout teaching through:

- Discussions
- Debates
- Mini quizzes
- Scenario work

- Report writing
- Reflective activities
- Baseline and endpoint assessments

***Planning scrutiny***

- Curriculum review
- Sequencing review
- Progression checks

Information gathered informs curriculum development and future planning.

This policy will be reviewed annually by Jillian Fairclough, Headteacher and Kerrie Boswell, PSHE lead. At every review, the policy will be approved by the Governing Board.

**APPENDIX 1: Curriculum Maps**

Secondary PSHE education | Long-term overview

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

|         | Autumn 1                                            | Autumn 2                          | Spring 1                                        | Spring 2                             | Summer 1                                | Summer 2                |
|---------|-----------------------------------------------------|-----------------------------------|-------------------------------------------------|--------------------------------------|-----------------------------------------|-------------------------|
| Year 7  | Emotional wellbeing: managing change and transition | Friendship and bullying           | Families and changing relationships             | Puberty and keeping safe             | Influences on relationships             | Financial decisions     |
| Year 8  | Health and wellbeing                                | Personal safety and managing risk | Belonging and community                         | The online world                     | Healthy and unhealthy relationships     | Managing money          |
| Year 9  | Mental health and wellbeing                         | Careers and future choices        | Drug education                                  | Managing risk in relation to the law | Intimate sexual relationships           | Navigating online harms |
| Year 10 | Independence, health choices and wellbeing          | Navigating the online world       | Friendship, diversity and challenging extremism | Managing influence                   | Exploring consent and recognising abuse | Study, work and careers |
| Year 11 | Life-long wellbeing                                 | Drugs and personal safety         | Safe relationships and sexual health            | Families, fertility and pregnancy    | Online financial harms                  |                         |

## Year 9

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mental health and wellbeing</b></p> <p>Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.</p> <p><b>Suggested lessons:</b></p> <p><u>Wellbeing for Life – Y8-9</u></p> <p><b>L1:</b> Managing strong emotions</p> <p><b>L2:</b> Managing distractions</p> <p><b>L3:</b> Managing disappointments and setbacks</p> <p><b>L4:</b> Unhealthy coping strategies</p> <p><b>L5:</b> Healthy coping strategies</p> <p><u>Body modifications</u></p> <p><b>L1:</b> Influences and self-expression</p> <p><b>Alternative / additional lessons:</b></p> <p>BReal: Building stress resilience in early adolescents' lives </p> | <p><b>Careers and future choices</b></p> <p>This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.</p> <p><b>Suggested lessons:</b></p> <p><u>Navigating work, study and careers</u></p> <p><b>L1:</b> Exploring career interests</p> <p><b>L2:</b> Work patterns and workplaces</p> <p><b>L3:</b> Managing pressure and seeking support</p> <p><b>L4:</b> Preparing for KS4 options</p> <p><u>Opportunities, strengths and managing online presence</u></p> <p><b>L1:</b> Showcasing personal strengths</p> <p><b>L2:</b> Managing online reputation</p> <p><b>Alternative / additional lessons:</b></p> <p>Financial Literacy and Inclusion Campaign (FLIC) </p> | <p><b>Drug education</b></p> <p>This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.</p> <p><b>Suggested lessons:</b></p> <p><u>Drug education – Y9</u></p> <p><b>L1:</b> Vaping</p> <p><b>L2:</b> Exploring attitudes</p> <p><b>L3:</b> The law and managing risk</p> <p><b>L4:</b> Alcohol and cannabis</p> <p><b>L5:</b> Managing influence</p> <p><b>Alternative / additional lessons:</b></p> <p>LifeLab: What's the problem with vaping? </p> | <p><b>Managing risk in relation to the law</b></p> <p>This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.</p> <p><b>Suggested lessons:</b></p> <p><u>Home Office: Preventing Involvement in Serious and Organised Crime</u></p> <p><b>L2:</b> Serious and organised crime</p> <p><u>National Crime Agency: Exploring Cybercrime</u></p> <p><b>L1:</b> Causes of cybercrime</p> <p><b>L2:</b> Effects of cybercrime</p> <p><u>ACT for Youth – KS3</u></p> <p><b>L1:</b> Run, hide, tell</p> <p><b>Alternative / additional lessons:</b></p> <p>Cyber first Navigators </p> <p>Gangs: Managing risks and staying safe* </p> <p><i>*If not planning to teach in year 11</i></p> | <p><b>Intimate sexual relationships</b></p> <p>In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.</p> <p><b>Suggested lessons:</b></p> <p><u>Consent – KS3</u></p> <p><b>L2:</b> Avoiding assumptions</p> <p><b>L3:</b> Freedom and capacity to consent</p> <p><u>Healthy relationships and sexual health – Y9</u></p> <p><b>L1:</b> Relationship values</p> <p><b>L2:</b> Contraception</p> <p><b>L3:</b> Sexual health</p> <p><b>L4:</b> Managing the ending of relationships</p> <p><b>Alternative / additional lessons:</b></p> <p>British Fertility Society: A guide to fertility </p> <p>Canesten: The truth, undressed </p> <p>CEOP: Respecting me, you, us </p> | <p><b>Navigating online harms</b></p> <p>This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.</p> <p><b>Suggested lessons:</b></p> <p><u>Not just flirting – KS3</u></p> <p><b>L1:</b> Feelings about sharing nudes</p> <p><u>Digital deception: Understanding deepfakes – KS3</u></p> <p><b>L1:</b> Motivations and consequences</p> <p><b>L2:</b> Tackling deepfakes</p> <p><b>COMING SOON</b></p> <p><b>Challenging the narrative: thinking critically about misogyny</b></p> <p><b>L1:</b> Exploring harms and misconceptions</p> <p><b>L2:</b> Responding to misogyny</p> |

## Year 10

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Independence, health choices and wellbeing</b></p> <p>This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.</p> <p><b>Suggested lessons:</b></p> <p><u>Developing learning skills</u> – KS4<br/>L1: Study skills for KS4</p> <p><u>Food for thought</u> – KS4<br/>L1: Making informed choices</p> <p><b>COMING SOON</b></p> <p><u>Physical activity</u> – KS4<br/>L1: Making decisions about being active</p> <p><b>COMING SOON</b></p> <p><u>Wellbeing of Women</u><br/>L1: Menstruation matters<br/>NHSBT: Exploring blood, organ and stem cell donation<br/>L1: Exploring donation</p> <p><u>Orchid – Testicular cancer</u><br/>L1: What is testicular cancer?</p> <p><b>COMING SOON</b></p> <p><u>Prevent Breast Cancer – Breast cancer awareness and prevention</u><br/>L1: Breast awareness<br/>L2: Signs, symptoms and self-examination</p> <p><b>Alternative / additional lessons:</b></p> <p>Canesten: The truth, undressed </p> <p>Body modifications </p> <p>NHS Blood and Transplant </p> | <p><b>Navigating the online world</b></p> <p>This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.</p> <p><b>Suggested lessons:</b></p> <p><b>COMING SOON</b></p> <p><u>Understanding AI: Rights, safety and wellbeing</u><br/>L1: How does AI affect our daily lives?<br/>L2: What are the limitations of generative AI?<br/>L3: How does generative AI affect our understanding of the world?<br/>L4: How do chatbots affect relationships?</p> <p><u>Digital deception: Understanding deepfakes</u> – KS4<br/>L1: What's the harm?<br/>L2: What can be done?</p> <p><u>Not just flirting</u> – KS4<br/>L1: Social attitudes to sending nudes</p> | <p><b>Friendship, diversity and challenging extremism</b></p> <p>This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.</p> <p><b>Suggested lessons:</b></p> <p><u>Friendship and bullying</u> – KS4<br/>L1: Recognising and challenging bullying behaviour<br/>L2: Recognising and challenging unhealthy attitudes to bullying</p> <p><u>Belonging and community</u> – KS4<br/>L1: Valuing diversity<br/>L2: Understanding and preventing extremism<br/>L3: How are people drawn into extremist groups?</p> | <p><b>Managing influence</b></p> <p>This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.</p> <p><b>Suggested lessons:</b></p> <p><u>Under the influence</u> – KS4<br/>L1: All about the money?<br/>L2: Can it be trusted?</p> <p><b>COMING SOON</b></p> <p><u>Challenging the narrative: thinking critically about misogyny</u> – KS4<br/>L1: The impact and spread of misogynistic narratives<br/>L2: Safely challenging misogynistic beliefs and attitudes</p> <p><b>COMING SOON</b></p> <p><u>Ipsos: Gambling</u></p> <p><b>Alternative / additional lessons:</b></p> <p>BBFC: Emotional wellbeing </p> | <p><b>Exploring consent and recognising abuse</b></p> <p>This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.</p> <p><b>Suggested lessons:</b></p> <p><u>Consent</u> – KS4<br/>L1: The role of intimacy and pleasure<br/>L2: The impact of pornography<br/>L3: Pressure, persuasion and coercion</p> <p><u>Freedom charity – FGM and forced marriage</u><br/>L1: FGM<br/>L2: Forced marriage</p> <p><u>Something's Not Right</u> – KS4<br/>L1: Relationship rights and reporting abuse</p> <p><b>Alternative / additional lessons:</b></p> <p>BBFC: Pornography and regulation </p> <p>University of Exeter: The rights idea </p> | <p><b>Study, work and careers</b></p> <p>This unit explores career choices and pathways, work experience, and applications for study or work.</p> <p><b>Suggested lessons:</b></p> <p><u>Navigating work, study and careers</u> – KS4<br/>L1: Identifying career preferences<br/>L2: Navigating the careers landscape<br/>L3: Mapping a career path<br/>L4: Making a good impression<br/>L5: Preparing for work experience<br/>L6: Reflecting on work experience</p> <p><b>Alternative / additional lessons:</b></p> <p>Financial Literacy and Inclusion Campaign (FLIC) </p> |

## Year 11

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 2 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><b>Life-long wellbeing</b></p> <p>This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.</p> <p><b>Suggested lessons:</b></p> <p><u>Wellbeing for Life</u> – KS4</p> <p><b>L1:</b> Mental health and wellbeing throughout life</p> <p><b>L2:</b> Managing distractions</p> <p><b>L3:</b> Changing thinking habits</p> <p><b>L4:</b> Seeking help and support</p> <p><b>L5:</b> Managing stress and tension</p> <p><u>Change, loss and grief</u> – KS4</p> <p><b>L1:</b> Managing change, loss and grief</p> <p><u>The sleep factor</u> – KS4</p> <p><b>L1:</b> The importance of sleep</p> | <p><b>Drugs and personal safety</b></p> <p>This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.</p> <p><b>Suggested lessons:</b></p> <p><u>Drug education</u> – KS4</p> <p><b>L1:</b> Assessing risk</p> <p><b>L2:</b> Managing influence</p> <p><b>L3:</b> Help seeking</p> <p><u>Gangs: Managing risks and staying safe</u></p> <p><b>L1:</b> How it might start</p> <p><b>L2:</b> Risks and consequences</p> <p><b>L3:</b> Getting out</p> <p><u>Thames Valley Police – Tackling VAWG</u></p> <p><b>L1:</b> Looking out for each other</p> <p><b>Alternative / additional lessons:</b></p> <p>LifeLab: What's the problem with vaping? </p> | <p><b>Safe relationships and sexual health</b></p> <p>This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.</p> <p><b>Suggested lessons:</b></p> <p><u>CEOP – Exploited</u></p> <p><b>L1:</b> Healthy and unhealthy relationships</p> <p><b>L2:</b> Power and control</p> <p><b>L3:</b> Setting boundaries and getting help</p> <p><u>Healthy relationships and sexual health</u> – KS4</p> <p><b>L1:</b> Relationship behaviours</p> <p><b>L2:</b> Choices related to sex and contraception</p> <p><b>L3:</b> Sexual health</p> <p><b>Alternative / additional lessons:</b></p> <p>NSPCC: Talk relationships </p> <p>You Before Two: Contraception choices </p> | <p><b>Families, fertility and pregnancy</b></p> <p>This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.</p> <p><b>Suggested lessons:</b></p> <p><u>Committed relationships and family life</u> – KS4</p> <p><b>L1:</b> Long-term commitments</p> <p><b>L2:</b> The legal status of marriage</p> <p><b>L3:</b> Parenting</p> <p><u>Fertility and pregnancy choices</u></p> <p><b>L1:</b> Fertility and routes to parenthood</p> <p><b>L2:</b> Pregnancy outcomes</p> <p><b>L3:</b> Pregnancy choices</p> <p><b>Alternative / additional lessons:</b></p> <p>University of Essex: Communication matters </p> <p>British Fertility Society: A guide to fertility </p> <p>University of Exeter: Modern families </p> | <p><b>Online financial harms</b></p> <p>This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.</p> <p><b>Suggested lessons:</b></p> <p><u>Online financial harms</u> – KS4</p> <p><b>L1:</b> Making money online: Rights, risks and cryptocurrencies</p> <p><b>L2:</b> Wanna bet? Controlled and uncontrolled online spending</p> <p><b>L3:</b> Financial exploitation online: Factors, strategies and support</p> <p><u>CIFAS – Anti-fraud education</u></p> <p><b>L1:</b> Money laundering</p> <p><b>L2:</b> Social engineering</p> <p><b>Alternative / additional lessons:</b></p> <p>Financial Literacy and Inclusion Campaign (FLIC) </p> <p>Motor Insurers' Bureau: Being a responsible driver </p> |          |

## KS5 PSHE EDUCATION: LONG-TERM OVERVIEW

|         | Autumn 1<br>Health & wellbeing                                                                                                                                                                                       | Autumn 2<br>Living in the wider world                                                                                                                                                                | Spring 1<br>Relationships                                                                                                                                                                       | Spring 2<br>Living in the wider world                                                                                                                                                                            | Summer 1<br>Relationships                                                                                                                                                                                                                                           | Summer 2<br>Health & wellbeing                                                                                                                                                           |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 12 | <b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> <li>Managing stress</li> <li>Body image</li> <li>Healthy coping strategies</li> </ul> | <b>Readiness for work</b> <ul style="list-style-type: none"> <li>Career opportunities</li> <li>Preparing for the world of work</li> </ul>                                                            | <b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> </ul>                                  | <b>Planning for the future</b> <ul style="list-style-type: none"> <li>Exploring future opportunities</li> <li>Post-18 options</li> <li>The impact of financial decisions</li> </ul>                              | <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>             | <b>Health choices and safety</b> <ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Travel</li> <li>First aid</li> <li>The impact of substance use</li> </ul> |
| Year 13 | <b>Independence</b> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>                     | <b>Next steps</b> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul> | <b>Intimate relationships</b> <ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul> | <b>Financial choices</b> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences on financial choices</li> </ul> | <b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul> | -                                                                                                                                                                                        |

## **APPENDIX 2: External Agencies and Specialist Visitors**

To enhance and enrich the Relationships and Sex Education (RSE) curriculum and wider Personal, Social, Health and Economic (PSHE) provision, the school may invite external agencies and specialist professionals to contribute to learning. External visitors provide specialist expertise, local knowledge and current information that complements the school curriculum. All external contributions are quality assured by school staff and linked directly to planned learning outcomes. Teaching staff remain present during sessions and retain responsibility for safeguarding, content appropriateness and follow-up discussions.

External visitors are carefully selected to ensure delivery is age-appropriate, trauma-informed and mindful of the needs of neurodiverse learners and learners with Social, Emotional and Mental Health (SEMH) needs.

### **TAZ (Teenage Advice Zone)**

TAZ is a local young people's sexual health service supporting learners with specialist education around healthy relationships, sexual health, contraception, consent, pregnancy choices and accessing local support services. Sessions provide factual, age-appropriate information and promote informed choices.

### **Over the Rainbow**

Over the Rainbow supports LGBTQ+ young people and promotes inclusion, equality and wellbeing. Sessions may explore identity, diversity, respectful relationships, challenging stereotypes and creating inclusive communities.

### **Brook**

Brook is a national sexual health and wellbeing charity providing evidence-based educational resources around healthy relationships, consent, body image, sexual health, communication and online influences.

### **NSPCC Speak Out Stay Safe**

The NSPCC supports safeguarding education by helping young people understand their right to feel safe, recognise worries, identify trusted adults and know how to seek help. Resources support themes around healthy relationships, personal safety and recognising abuse.

### **ThinkUKnow**

ThinkUKnow, developed by CEOP, provides high-quality resources and educational materials focused on online safety, digital relationships, exploitation, image sharing, online consent and safe use of technology.

### **Police and Community Safety Partnerships**

The school may work with local police officers and community safety teams to deliver age-appropriate sessions around online safety, exploitation awareness, grooming, consent, digital citizenship, anti-social behaviour and keeping safe within the local community.

### **Mersey Care**

Health and wellbeing practitioners may contribute sessions promoting emotional wellbeing, mental health awareness, self-esteem, healthy lifestyles and resilience.

### **Wider PSHE and Safeguarding Partnerships**

Alongside RSE-specific provision, the school works with a range of specialist organisations and local agencies to support broader PSHE themes and respond to local safeguarding priorities. These partnerships may change according to emerging needs and learner interests but can include:

- YPDAT – supporting education around substance misuse, risk awareness and decision making
- Canal & River Trust – promoting water safety and risk awareness
- Fire and Rescue Services – supporting fire safety, personal safety and emergency awareness
- British Red Cross – delivering first aid and emergency response education
- Careers providers, employers and local services supporting preparation for adulthood and future pathways
- Mental health practitioners and local safeguarding professionals responding to emerging local and national issues

The school recognises the value of external expertise and works with a range of professionals to ensure learners receive relevant, accurate and meaningful education that prepares them for life beyond school.

**APPENDIX 3: Parent Form: Withdrawal from sex education within RSE**

| 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 COMPELTED BY THE SCHOOL                     |  |
| Agreed actions<br>from discussion with<br>parents |  |