

Sex, Relationships & Health Education Policy

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1. Summary

This document defines the policy that the Governing Body has adopted for the delivery of Relationships and Sex Education and Health Education.

2. What RSE and Health Education is

Relationships and Sex Education (RSE) is a curriculum that enables students develop the knowledge, skills and attitudes they need to build healthy, respectful and safe relationships. It teaches children and young people about family relationships, friendships, online interactions, and how to understand and manage their emotions. As they move through school, RSE also includes age-appropriate teaching about the physical, emotional and social aspects of growing up, including sexual health and consent. The aim of RSE is to equip students with the understanding and confidence to make informed choices, stay safe, and develop positive relationships throughout their lives, while fostering respect, equality and responsibility within the school community.

Health Education teaches students how to make informed, healthy choices about their physical and mental wellbeing. It covers topics such as healthy lifestyles, mental health, online safety, puberty, managing risks, and basic first aid. The aim is to help students develop the knowledge, confidence and skills to look after themselves, stay safe, and seek support when needed.

3. Principles

Relationships and Sex Education (RSE) is a lifelong learning process that supports students' physical, emotional and moral development within the broader PSHE curriculum. It prepares young people for the opportunities, responsibilities and experiences of adult life, promoting an understanding of the importance of stable, loving and respectful relationships. RSE includes learning about sex, sexuality and sexual health, but it does not promote any particular sexual orientation, family structure or sexual activity.

Guided by our school values of courage, kindness and responsibility, RSE encourages students to show kindness and respect towards themselves and others, to take responsibility for their decisions, and to have the courage to seek help, ask questions and make safe, informed choices. It supports students as they move confidently from childhood through adolescence into adulthood, helping them to recognise the benefits of delaying sexual activity and to develop the confidence and skills needed to build healthy, respectful relationships.

4. Aims

Our RSE programme will help students to develop:

- Self-worth and self-awareness
- The skills needed to establish successful relationships
- An understanding of their own rights, as well as those of others
- The ability to express how they feel
- The ability and confidence to make informed choices

- The ability to keep themselves and other people safe
- An understanding of their own and others' values and beliefs
- A critical eye for the messages they receive from the media
- A positive attitude towards the ways in which people can be different to each other
- A positive attitude to their own bodies
- The lifelong skills they need to make decisions about their life
- The confidence and knowledge of how to access help and support

5. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. It is also compulsory to deliver Health Education.

6. Consultation

- This policy has been based on the DfE guidance document 'Relationships education, relationships and sex education (RSE) and health education' 2019.
- The policy will be created through consultation with parents, students, governors and staff for consultation
- Every time the policy is reviewed this will again be offered for consultation
- Parents, students and staff will also be sent communications at points in the year when material deemed sensitive is to be delivered to a year group.
- Feedback from stakeholders regarding the policy will be taken into account and if deemed appropriate the policy will be adapted and further updates communicated to stakeholders.
- In September 2026 new statutory guidance comes into place and there will be a full consultation and a new policy will then be put in place.

7. Roles and responsibilities

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

The Headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school.

Staff are responsible for:

- Delivering RSE, through PSHE lessons, in a factual and sensitive way
- Modelling positive attitudes to RSE in PSHE lessons
- Monitoring progress
- Responding to the needs of individual students
- Building a calm and positive learning environment where students are able to ask questions respectfully

- Ensuring the needs of SEND students are met, making adaptations and exploring interventions where necessary
- Showing professional curiosity and following safeguarding processes

Students are expected to engage fully in PSHE lessons. When discussing issues, they will treat others with kindness, respect and sensitivity.

Parents have a key role in educating their children about sex, relationships and growing up. Parents are encouraged to share their views during the school's RSE policy and curriculum consultation process. They should review the RSE curriculum and materials provided by the school so they know what their child will be learning. Parents are encouraged to discuss RSE topics with their child, reinforcing key messages about healthy, respectful relationships and safety. Parents should contact the school if they have questions, concerns, or want to understand how to best support their child.

8. Right to Withdraw

Parents have the right to withdraw their child from some elements of Relationships and Sex Education. The guidance from the Department for Education states: You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If a student is withdrawn from sex education, the school will ensure they are provided with suitable and meaningful learning during this time, so that their education continues to be purposeful and uninterrupted.

9. How RSE is delivered

RSE is delivered in PSHE lessons, which students have once a week. However, there are also assemblies, drop-down days and tutor time activities that cover some content. Lessons are delivered by a range of trained teachers who have access to high-quality, carefully selected resources to ensure lessons are accurate, age-appropriate and engaging. All staff involved in teaching RSE are supported by the Head of Department, who offers opportunities to discuss upcoming lessons, clarify subject knowledge, and ensure consistency of approach. Quality is further strengthened through regular lesson drop-ins and ongoing monitoring. In addition to class-based teaching, the school also welcomes qualified external professionals—such as school nurses—to deliver specialist elements of the curriculum, including contraception demonstrations and other areas

where expert knowledge enhances student understanding and ensures the highest standard of provision.

10. Content

RSE is delivered predominantly through our PSHE programme, which forms a key part of the school curriculum and supports students' learning and personal development. Personal, Social, Health and Economic (PSHE) Education has been established nationally for over a decade and equips young people with the knowledge, understanding, attitudes and practical skills they need to lead healthy, safe, responsible and fulfilled lives. It encourages students to develop positive relationships, make effective transitions, manage risks, make informed choices, and reflect on their own values while understanding those of others. At Sybil Andrews Academy, all students follow a structured PSHE programme throughout Key Stages 3 and 4, with some content complemented through RPE and Citizenship.

Health Education will be age-appropriate, evidence-based and inclusive, ensuring all students understand how to maintain physical and mental wellbeing. The curriculum will build students' knowledge about healthy lifestyles, mental health, puberty, personal hygiene, nutrition, physical activity, drugs and alcohol, online safety, and basic first aid. Lessons will support students to develop practical strategies for managing emotions, relationships, personal safety, and decision-making. Students will be guided on how and when to seek support, fostering confidence, resilience and self-awareness.

11. Curriculum Sequencing and Resources

Our curriculum sequence for Relationships Education, RSE and PSHE follows the Wellio schemes of learning, using their structured, PSHE-based bank of resources to ensure consistency, progression and high-quality teaching. These materials provide age-appropriate content and themes, and staff adapt them where necessary to meet the needs, maturity and lived experiences of our students, as well as the specific context of our school. At times, the programme may be further adjusted in response to issues that arise within the school community, ensuring that teaching remains relevant, timely and supportive. Should adaptations be made during the year, parents will be informed, and all resources used in lessons can be made available for parents to view on request by contacting the school.

12. Teaching

Effective RSE teaching at Sybil Andrews Academy is grounded in evidence-based pedagogical approaches to ensure students develop secure understanding of key concepts.

- Lessons make use of retrieval tasks to strengthen long-term retention, alongside explicit vocabulary instruction to ensure students can confidently use and understand essential terminology.

- Concepts are introduced in carefully sequenced, manageable chunks to avoid cognitive overload, with teachers routinely checking for understanding to identify misconceptions and address them promptly.
- High-quality modelling is used to demonstrate expected thinking, behaviours and responses, enabling students to see examples of respectful and appropriate communication in context.
- Teachers assess students' understanding throughout the unit to inform planning, support progression, and ensure all learners are appropriately challenged and supported in their RSE learning.

Our students can develop confidence in talking, listening and reflecting about RSE through teachers:

- Establishing appropriate ground rules. Students should not be expected to answer personal questions, nor be forced to take part in discussion. Body parts are to be referred to by their correct names.
- Using distancing techniques. Discussion should be kept impersonal to avoid embarrassment and protect the privacy of teachers and students.
- Knowing how to deal with unexpected questions. Questions from students that are too explicit or inappropriate for the whole class should be acknowledged as such, and attended to later on an individual basis. If a teacher does not know the answer to a question, this should be acknowledged and returned to later after research.
- Encouraging reflection. Questioning by teachers should encourage students to consolidate what they have learnt and to foster new understanding, skills and attitudes.

13. Inclusion

- RSE at Sybil Andrews Academy is designed to be inclusive and accessible for all learners, including students with SEND and those eligible for Pupil Premium funding.
- Teaching is carefully adapted to ensure content is appropriate to each student's developmental stage, with differentiated resources, adjusted vocabulary, visual supports and scaffolded tasks used where necessary.
- Students who require additional help may receive targeted one-to-one or small-group support to reinforce learning, develop confidence and provide a safe space to ask questions.
- In line with our commitment to closing gaps in attainment and experience, we ensure that disadvantaged students are actively supported to access the full curriculum and develop the cultural capital needed to thrive.
- This includes providing equitable opportunities to engage with visitors, enrichment activities and real-life learning experiences that enhance understanding and broaden horizons.

- Staff work closely with the SEND and Pastoral teams to ensure that all students—regardless of need, background or circumstance—can participate meaningfully, build essential life skills, and benefit fully from RSE.

14. Monitoring and Review

- The PSHE Lead will review the curriculum content annually to ensure it remains relevant, up to date, and responsive to the needs of students. This review will draw on outcomes from previous years, emerging safeguarding trends, staff feedback, and student voice. Consultation with all stakeholders—including students, staff, governors and parents—will form a key part of this annual process. Parental voice will be actively sought and considered to help ensure the curriculum remains appropriate, transparent and reflective of community needs.
- Teachers will also monitor and adapt content throughout the year, making adjustments where necessary to ensure lessons remain appropriate, accessible and responsive to the needs of the class in front of them.
- Student voice will be gathered regularly through book studies and discussions to explore whether students find the content appropriate, engaging and supportive, as well as to identify areas where they would value further learning.
- In addition, drop-ins and lesson observations will be carried out in line with wider school procedures for safeguarding, personal development and teaching quality. PSHE/RSE will be subject to the same rigorous quality assurance processes as any other curriculum area, ensuring consistency, high standards and ongoing improvement across the subject.

15. Safeguarding

- Safeguarding is central to the delivery of RSE. All staff have a duty to protect students and promote their welfare. To ensure this:
- Staff follow the school's safeguarding procedures, working closely with the Designated Safeguarding Lead (DSL) and recording any concerns on CPOMS promptly and accurately.
- Teachers remain alert, observant and professionally curious at all times, raising concerns—even small or uncertain ones—without delay.
- Staff create a safe, respectful classroom environment where sensitive topics can be explored appropriately. Content warnings are used where needed.
- Students are reminded not to share personal disclosures during RSE lessons, and staff do not share personal information.
- If a student does disclose something concerning, staff follow safeguarding procedures rather than addressing the issue in lesson time.

16. Confidentiality

- The issues raised by RSE in PSHE lessons may result in a student disclosing that they are involved in sexual activity, or that they have been the victim of abuse.

- In these circumstances it is vital that teachers are clear that, while always acting in the best interests of the student, they cannot maintain confidentiality and must share their concerns with the Academy's designated Safeguarding Lead.
- Whenever it is appropriate the Academy will encourage students to share the issues raised with their parents.

17. Equality Act 2010

Relationships Education and RSE at our school are delivered in full accordance with the Equality Act 2010, which protects individuals from discrimination based on characteristics such as sex, race, disability, religion or belief, sexual orientation and gender reassignment.

Our approach upholds our core values of kindness, courage and responsibility by ensuring that all students learn within an inclusive environment where diversity is respected and celebrated. We teach students to treat others with compassion and fairness, to show courage in challenging stereotypes and prejudice, and to take responsibility for their words and actions. Through age-appropriate, inclusive teaching, we fulfil our legal duties while helping students develop the understanding, respect and empathy needed to thrive in a diverse society.

In line with the Equality Act 2010, the school recognises that provisions within the Act allow for proportionate positive action where evidence shows that a particular group is experiencing disadvantage, or has specific needs, related to a protected characteristic. This principle informs the design and delivery of our Relationships and Sex Education (RSE) curriculum, but will also guide adaptations and /or interventions we put in place.

We aim to foster healthy and respectful peer relationships, challenge discrimination and stereotypes, and promote a culture where everyday sexism, misogyny, homophobia and gender-based assumptions are not tolerated. Staff play a vital role in modelling these values and demonstrating positive behaviours, while our pastoral and behaviour policies work alongside the RSE curriculum to ensure that all students feel safe, respected, empowered, and well supported.

18. Religion and Belief

When delivering RSE, the school is committed to recognising and respecting the diverse religious and belief backgrounds of all students. Staff plan and teach lessons with sensitivity, taking these backgrounds into account so that core content is approached appropriately and respectfully. Positive relationships with local faith communities further support a constructive and inclusive learning environment.

All teaching reflects the law, including the Equality Act 2010, ensuring students understand what the law permits and prohibits in relation to relationships, as well as the wider legal implications of their choices. The school ensures full compliance with the

Equality Act 2010, in which religion and belief are protected characteristics, and upholds these protections throughout RSE provision.

19. LGBT

Our school is committed to teaching Relationships Education and RSE in a way that meets the needs of all students and promotes a culture of equality and respect. In line with the Equality Act 2010, which identifies sexual orientation and gender reassignment as protected characteristics, we teach about LGBT people and relationships with kindness, ensuring all content is sensitive, age-appropriate and inclusive. We approach this area of the curriculum with courage, integrating LGBT content meaningfully within our programmes of study rather than delivering it as a standalone unit, so that students gain an accurate and respectful understanding of the diverse world around them. We uphold our value of responsibility by ensuring our teaching reflects statutory requirements and supports every student to feel safe, valued and prepared for life in modern Britain

20. SMSC

The Education Act (1996) sets education within the context of the spiritual, moral, cultural, mental and physical development of students. These dimensions underpin the curriculum and the ethos of the Academy. Their importance is reinforced by their place in the inspection framework for schools which derives its authority from the Education (Schools) Act, 1992. They apply not only to RE and collective worship but to every area of the curriculum. The Academy recognises it must take opportunities which exist in the curriculum to develop students' spiritual, moral, social and cultural awareness.

The Academy is a community where students will find acceptance for themselves as unique individuals. However, students will gain cultural awareness, respect and tolerance of those of other faith backgrounds. The diversity of spiritual traditions will be recognised, and students will be given the opportunity explore alternative views.

Students will be encouraged to explore and develop their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. Sybil Andrews Academy will place a strong emphasis on building positive, caring attitudes towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community will be a place where students will learn to differentiate between right and wrong in as far as their actions affect other people. Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

The five general aims SMSC at the Academy are to:

- ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way.
- give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- enable students to develop an understanding of their individual and group identity.
- provide students the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

1.1. Spiritual Development

The potential for spiritual development is open to everyone and need not be confined to the development of religious beliefs or conversion to a particular faith. The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language, Spiritual growth is concerned with:

- assisting students to develop personal and shared beliefs;
- recognising the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator; recognising human achievements and exploring the possibility that inner resources can help people to deal with everyday experiences; the search for meaning and purpose in life
- recognising and valuing one's own worth and that of others
- creativity and the expression of thoughts and feelings through art, music, literature, human movement and crafts;
- exercising imagination, intuition and insight;
- appreciating or being moved by beauty or kindness
- an awareness of when it is important to control emotions and when it is appropriate to express them
- self-knowledge

The Academy will encourage students to: recognise the existence of others as independent from themselves; reflect on experiences; question and explore the meaning of experiences; evaluate a range of possible responses and interpretations; and develop and apply personal views and insights.

1.2. Moral Development

Personal morality combines the beliefs and values of individuals, those of the social, cultural and religious groups to which people belong and the laws and customs of the wider society. The Academy will encourage students to live the school values of kindness,

courage and responsibility. This includes always being sure to tell the truth; keep promises; respect the rights and property of others; act considerately towards others; help those less fortunate than themselves; take responsibility for their own actions; and exercise self-discipline. The Academy will teach students how it is morally wrong to engage in: bullying; cheating; deceit; cruelty; irresponsibility; and dishonesty. Ideally, students should understand the value of rules and act upon them out of conviction, rather than from fear of getting into trouble.

1.3. Cultural Development

The Academy is committed to preparing students to develop an empathetic understanding of aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic. The Academy aims to counteract bias and appreciate, value and celebrate the achievements of others and to prepare students for life in a multicultural society. It is recognised that students must experience other cultures in order to understand them fully. Where the local cultural environment does not offer a sufficiently broad experience the Academy is committed to providing opportunities not only through the curriculum, but also through educational visits at home and abroad and in-school events led by different cultural groups.

1.4. Social Development

The Academy is committed to working with the home and the community to prepare students for relating to others in different social settings, taking responsibility, exercising initiative, working effectively in groups and participating co-operatively and productively in the Academy and the wider community. The Academy is further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

It is the function of all curriculum areas to contribute to the students' social development supported by experience in Academy clubs, societies and teams, and through educational visits and in-school events. Students will be encouraged to use their talents to compete in a fair and generous manner, appreciating the ability of others, showing determination and team spirit.

Roles and Responsibilities for SMSC

- It is the responsibility of the Governing Body to establish a policy and procedure for spiritual, moral, social and cultural education and to monitor the effects of the procedure.
- It is the responsibility of the Leadership Team to promote an ethos and to make arrangements for the curriculum which help with the spiritual, moral, social and cultural development of students.

- It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

Implementation of SMSC

To promote the spiritual, moral, social and cultural development of each member of the Academy community, the Academy will develop the school environment by:

- making the Academy a place of welcome for all visitors;
- maintaining and improving grounds;
- creating areas and times of silence;
- celebrating achievement through the display of work; and
- ensuring that play and leisure areas encourage and promote co-operative behaviour.

Enable the whole curriculum to be a vehicle for spiritual, moral, social and cultural development by:

- presenting positive images of regions, countries, faiths and cultures from around the world and challenging stereotypes;
- ensuring that subjects like RE, English and Art include space for personal reflection;
- taking opportunities to reflect on events in all areas of the curriculum, especially those which may involve a sense of awe, wonder or mystery;
- encouraging students to see a pattern and purpose in life;
- promoting aesthetic awareness;
- being sensitive to the scope of human achievement;
- providing opportunities for students to engage in activities of discovery and exploration;
- ensuring achievement and effort are celebrated and self-esteem enhanced;
- assisting students in the pursuit of truth and excellence;
- providing opportunities to search for meaning and coherence in experience;
- exploring the connection between personal philosophy and behaviour; and
- continuing to plan for and provide in-Academy events and educational visits which afford students the opportunity to understand both their own and other cultures and societies.

Build structures that encourage spiritual, moral, social and cultural development by:

- giving students opportunity to exercise responsibility and initiative;
- implementing discipline strategies that emphasise and reward positive behaviour;
- ensuring that sanctions allow students to take responsibility for their behaviour, while balancing this with the need for forgiveness and reconciliation, rather than judgement and recrimination;
- encouraging teamwork and co-operation and emphasising that achievement and success should not be attained at the expense of others;
- encouraging competition based on mutual respect;

- instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and
- enabling students to recognise the inter-dependence of human beings through work for charity and in community programmes.

Establish and maintain an ethos to encourage spiritual, moral, social and cultural development by:

- setting an example of justice, fairness, truth and respect in dealings between members of staff and between staff and students;
- avoiding the use of language and other modes of expression which tend to denigrate others;
- encouraging tolerance and a willingness to listen to and value difference of opinion;
- valuing courtesy and consideration for others;
- making available facilities for individual support, guidance and counselling where needed;
- involving students in developing the Code of Conduct; and • developing appropriate courses and curriculum in PSHE and RSE

SMSC in the Curriculum

- All curriculum areas have a contribution to the student's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

21. British Values

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "Britishness". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is "Britishness?"

British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual Liberty Support and respect for the liberties of all within the law
- Respect for, and tolerance of, different faiths and religious and other beliefs

What does 'Actively promote' mean?

- Focus on, and show how, the school's work is effective in securing these values
 - Challenging students and parents who express opinions contrary to British values
- How is Britishness promoted at Sybil Andrews Academy?
- Through tutor time topics
 - Through assemblies

- Through student leadership (The School Council)
- Curriculum links
- Schemes of learning
- Educational visits

Aims

At Sybil Andrews Academy – and in line with the individual students' capacity to understand the concepts and ideas – we aim to re-enforce:

Democracy:

- Provide students with a broad general knowledge of, and promote respect for, public institutions and services
- Teach students how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage students to become involved in decision-making processes and ensure they are listened to in school
- Help students learn how to argue and defend points of view
- Help students to express their views
- Teach students how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Rule of law:

- Ensure school rules and expectations are clear and fair
- Help students to distinguish right from wrong
- Help students to respect the law and the basis on which it is made
- Help students to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach students aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

Individual liberty:

- Support students to develop their self-knowledge, self-esteem and self-confidence
- Encourage students to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through student participation, while ensuring protection of vulnerable students and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

- Students, parents and staff views are valued and sought, all students are made aware, where possible of others needs and how to support each other.

Respect and tolerance:

- Promote respect for individual differences
- Help students to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Students are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference

Britishness in our curriculum

The Academy is very supportive of the ethos of promoting British Values, and preparing our students for success in a modern Britain. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted through our curriculum.



22. Curriculum Map - PSHE

PSHE Curriculum Map 2025-6

Autumn Term 1	Year 7	Year 8	Year 9	Year 10
	Strangers to friends	Managing unhealthy relationships	Managing anxiety	Keeping online data safe
	Healthy relationships	Repairing relationships	The Happiness Trap	
	Cyberbullying	Peer Pressure	Mental benefits of exercise	The Rule of Law
	Tackling bullying	Together against bullying	Thinking Traps	
	Safe and healthy relationships	Online relationships	Positivity mindset	The UK's Relationship to the World
	Equality Act	Forms of relationships	Substance addiction	

Autumn Term 2	Year 7	Year 8	Year 9	Year 10
	Legal system	Evolution of money	Truth about vaping	Wages and Payslips
	Making sense of money	Taking control of money	Informed drug and alcohol choices	
	Budgeting basics	The economy	Drugs and county lines	Your Pension, Your Future
	Bank accounts	Fundamentals of business	Instagram vs reality	
	Smart saving strategies	Racism and discrimination	Recognising and preventing discrimination	Fake News and Misinformation
	Combat worry, stress and anxiety	Sharing information online	Managing conflict in relationships	

Spring Term 1	Year 7	Year 8	Year 9	Year 10
1	The stress scales	Limitless internet	Safe and healthy sex	Careers – Unifrog

2	Controlling our emotions	Viewing harmful content	Sexually transmitted infections	
3	Controlling our emotions	Gender based discrimination	Discussing pornography	Sexual Consent
4	Rewiring our brain	Addressing homophobia	Reproductive health	
5	Managing privacy online	Democratic process	Pregnancy choices	Spectrum of relationships
6	Dangers of internet algorithm	Religious diversity	Forced marriages	

Spring Term 2	Year 7	Year 8	Year 9	Year 10
1	Social media addiction	First Aid	Sexuality and identity	Fertility and reproductive health
2	Alcohol and health	Oral hygiene	Saving lives with first aid	
3	Smoking and nicotine addiction	Health and hygiene	Budgeting and long-term goals	Understanding pornography

4	Vaping	Drug awareness	Investment	
5	Different types of family	Alcohol and inhibitions	Financial risk	Body Image
6	Changing adolescent body	Consent	Fraud and theft	
7	Menstrual cycle	Power dynamics and consent	Healthy food choices	Health related choices

Summer Term 1	Year 7	Year 8	Year 9	Year 10
	Body changes during puberty	Contraception	Healthy eating habits	
	Consent	FGM	Eating disorders	Planning and organising – revision and GCSE's
	Building healthy relationships	Assessing the trustworthiness of others	Positive masculinity	
	Balanced diet	Limiting beliefs	Relationships and legal status	Navigating social influence and pressure
	Sleep essentials	Resilience toolkit	Avoiding and preventing harassment	
	Phones and sleep	Strengths based thinking	Online grooming	Changing relationships – managing feelings and expectations
	Investing in your health	Character strengths	Rising above cyberbullying	

Summer Term 2	Year 7	Year 8	Year 9	Year 10
	Healthy and balanced lifestyles	Changing emotions	Sex, relationships and the media	Staying safe online
	Healthy eating and healthy living	Challenging gender stereotypes	Sex and consent online	

	FGM – facts and risks	Gambling – the facts	What is good communication?	Managing risk
	Media literacy – staying safe online	Media literacy – interpreting information online	Skills for the future.	
	What is mental health?	Developing leadership skills	Preparation for GCSE's – revision techniques.	The impact of relationships
	Social media and mental health	Skills for the future	Preparation for GCSE's – revision techniques and support.	
	Review of Year 7 learning	Review of Year 8 learning	Review of Year 9 learning	Review of Year 10 learning

