



Local Procedure/Protocol	
School/Home Name:	FELDEN HALL SCHOOL
Local Procedure/Protocol Title:	Relationships and Sex Education Protocol
Linked to Group Policy Title & Code:	Relationships and Sex Education Policy
Date Reviewed:	February 2026
Next Update Due:	July 2026
Procedure/Protocol Lead:	Ian Reid
Procedure/Protocol Sponsor:	Kelly Berry – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. RATIONALE AND CONSULTATION

- 1.1 1.1 This protocol sets out the framework for Relationships and Sex Education (RSE) at our school providing clarity on how our RSE curriculum is informed, organised and delivered. This links directly to the Witherslack Group Relationships and Sex Education (RSE) Policy which is a statutory requirement.
- 1.2 1.2 At our school, we continue to be committed to liaising with parents and carers about all aspects of their child's education. As such, we understand the importance of the role of parents and carers in the development of their child's understanding about relationships, sex and health. From September 2020, the law required schools to consult with parents and carers on their approach to RSE.
- 1.3 1.3 At our school we will notify parents/carers each September when the policy and protocol have been reviewed, updated and uploaded to the school website and we will provide a window of opportunity for all parents and carers to respond with their views. The final version of the policy and protocol will then be available on the school website for reference.
- 1.4 1.4 We will provide additional opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:
 - Notification of when RSE topics are to be taught and a summary of the content to be covered
 - Opportunities to view and discuss examples of RSE teaching and learning resources and curriculum materials, including those related to the teaching of sensitive topics
 - Information about parents' right to withdraw their child from non-statutory elements of RSE
- 1.5 1.5 Parents/carers of new pupils will be provided with all the above information at the point of admission, regardless of the time of year they join the school. Parents/carers will be provided with opportunities to find out about the progress of their children in RSE related topics; for example, as part of Annual Reviews of EHCPs, during parents' evenings and within termly progress reports.
- 1.6 1.6 We understand that parents and carers may have concerns about some aspects of RSE and all views will be listened to and carefully considered. However, the school will ultimately make the final decision about what is to be taught and when, and this will be informed by our statutory obligations as well as parental views and the needs of our pupils.
- 1.7 1.7 In 2023, the DfE announced the formation of an independent expert advisory panel who will advise on the review of the relationships, sex and health education statutory curriculum (taught as part of PSHE and Citizenship at our

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school). The consultation was and updated guidance issued by the DFE in July 2025 for statutory implementation from September 2026.

1.8 This policy was reviewed and developed in response to the guidance referenced in Section 13.

2. DEFINITIONS

2.1 Within the parameters of this protocol, the following definitions apply:

- **PSHE:** Personal, social, health and economic (PSHE) education.
- **RSHE:** Relationships, sex education and health education
- **Health education:** Health education is learning about physical health and mental wellbeing
- **Relationships education:** Relationships education is learning about the physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults
- **RSE:** Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health
- **Sex education:** Sex education is learning about reproduction, pregnancy and birth, preventing pregnancy and STIs

3. AIMS AND INTENT

3.1 At our school, our over-arching aims for RSE are as follows:

- To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos
- To fulfil our legal obligations related to RSE
- To take account of parental views and carry out effective consultation
- To ensure pupils are provided with accurate information from reliable sources
- To ensure pupils know how to keep themselves safe and how to seek help if needed
- To use a range of appropriate resources matched to the strengths and needs of individual pupils
- To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions
- To encourage pupils to remember what they learn to support their ongoing preparation for the future

3.2 To achieve our aims, we will plan and teach the RSE content set out by the DfE and provided in **Appendix 1** of this policy.

4. LEGAL OBLIGATIONS AND RIGHT TO WITHDRAW

4.1 4.1 The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020. Relationships and Health Education are now compulsory for all pupils receiving primary and secondary education It is also compulsory for schools to provide Sex Education to all pupils receiving secondary education.

4.2 It is important to note that primary schools have the option to decide whether pupils are taught 'Sex Education'. To support pupils' ongoing emotional and physical development effectively, we will offer this for our primary-aged pupils at Felden Hall School where the teaching and learning is appropriate for the age and maturity of each pupil. Content traditionally considered 'Sex Education', including learning about human biology such as the names and functions of body parts, human growth and development, and puberty, is delivered through the National Curriculum for Science and the Health Education elements of our PSHE curriculum.

4.3 4.3 RSE is an important part of our curriculum, and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the rights of parents/carers as described below:

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- From September 2020, parents of both primary and secondary-aged pupils will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty and developing and nurturing healthy friendships and relationships).
- Parents of both primary and secondary-aged pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as {PRIMARY} the names of external body parts, the human body as it grows from birth to old age, and reproduction/off-spring in some plants and animals AND {SECONDARY} reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans).
- Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those provided as part of the Science curriculum) up to and until three terms before the age of 16.
- In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will plan to provide the pupil with Sex Education during one of the three terms before the age of 16.

4.4 For further clarity, please see Appendix 2 of this protocol for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

5. ROLES AND RESPONSIBILITIES

5.1 At Felden Hall school, the Headteacher, assumes overall responsibility for ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriate level of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. The Headteacher is also responsible for managing any requests to withdraw pupils from non-statutory sex education lessons and organising alternative appropriate education.

5.2 The PSHE and Citizenship Lead, is responsible for ensuring that RSE is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work. With the support of the Senior Leadership Team, the PSHE and Citizenship Lead is responsible for ensuring that RSE is taught consistently well across the school and is suitably resourced. This may include liaising with and supporting other staff members/external professionals who deliver some or all the RSE lessons at our school. The PSHE/Citizenship Lead is expected to work closely with the Designated Safeguarding Lead (DSL) as well as colleagues in related curriculum areas to ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects.

5.3 Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support, advice and additional professional development wherever necessary to ensure that teaching continues to always be well-prepared and of a high standard.

5.4 The governance structure provided by Witherslack Group will ensure that the school complies with the provisions of the RSE policy and local protocol and that legal obligations related to RSE are fulfilled.

6. TRAINING AND CPD

6.1 At Felden Hall School, we recognise the importance of ensuring teachers of RSE have an appropriate level of expertise and knowledge. This is achieved through internal and external training (e.g. from the Sex Education Forum), attendance at Witherslack Group PSHE and Citizenship Network Meetings and support from the school's PSHE and Citizenship Lead and DSL.

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7. IMPLEMENTATION (ORGANISATION AND DELIVERY)

7.1 At Felden Hall School RSE is carefully planned and delivered primarily through our PSHE curriculum. PSHE lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, considering the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within assemblies, Science lessons, RE lessons and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'. Please see Appendix 3 of this policy for an overview of RSE within our curriculum.

7.2 Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.
- Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Core knowledge is sectioned into units of a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work, and where relevant are linked to other areas of the curriculum.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.
- Groupings are carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender-specific groups, on a one to one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.
- All resources are selected carefully and are suitable for the needs of the pupils being taught – inappropriate/illegal images, videos and other materials are not used in any circumstances and all related school policies will be followed.
- Care is taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. children in care or young carers.
- There is an awareness that some pupils are more susceptible to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It is recognised that pupils may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps are taken to foster healthy and respectful peer-to-peer communication, and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic.

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- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated.
- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme, with all recent government guidance carefully considered.

8. WORKING WITH OTHER PROFESSIONALS

8.1 Working with external agencies can sometimes enhance our delivery of some aspects of RSE, bringing in specialist knowledge and different ways of engaging pupils. For example, our school may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. Alternatively, we might introduce pupils to the School Nurse or a representative from the NSPCC Speak Out/Stay Safe Programme via a workshop.

8.2 Our school only uses visitors to enhance teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Similarly, the school will consider whether information-sharing is necessary and will comply with the provisions of the school's Data Protection Policy.

8.3 Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this protocol and any related policies. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies, and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this protocol. The school/learning centre will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The school/learning centre will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

8.4 Where a pupil is involved with specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

9. SAFEGUARDING AND CONFIDENTIALITY

9.1 At our school there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community, as part of our over-arching curriculum. Teachers are made aware of common 'adverse childhood experiences,' or ACEs (such as family breakdown, bereavement and exposure to domestic violence). Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

9.2 The PSHE/Citizenship Lead liaises with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of PSHE and Citizenship, including RSE and keeping safe. The DSL is likely to have knowledge of trusted, high quality local resources that could be engaged, as well as knowledge of any local issues which may be appropriate to address in lessons. The DSL liaises with the PSHE and Citizenship Lead about the circumstances of individual pupils if felt to be required, including when and how adverse childhood experiences may be affecting any individual pupil and so may be influencing how they experience these subjects' topics. Additional professional advice will be sought if needed as related to those pupils, including support and advice from our on-site clinical services staff.

9.3 Our good practice allows pupils to have an open forum to discuss potentially sensitive issues, and it is recognised that such discussions could lead to increased safeguarding reports. The school's Child Protection Policy and Procedures must be always adhered to and without exception, concerns or disclosures made within

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or because of PSHE and Citizenship lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

10. Managing Difficult Questions

10.1 At Felden Hall School, the PSHE Lead will provide advice to staff on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to later, and they may decide to discuss possible responses to questions with a parent/carer, the PSHE and Citizenship Lead, the DSL or a member of the Senior Leadership Team. Answers to questions may then be followed up with individuals, small groups or a whole class as deemed to be appropriate.

11. IMPACT AND ASSESSMENT

11.1 Felden Hall School has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Our curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. We recognise that impact of the RSE curriculum may not ever be observed in school or indeed until adulthood, but every effort will be made to track destination data which will provide us with some impact information. We will also make efforts to find out if pupils have been able to apply learning in the community or at home as appropriate e.g. through discussions with parents, carers and other professionals

11.2 Learning is assessed and assessments are used to identify where pupils need extra support, intervention or additional challenge. Whilst there is no formal examined assessment for RSE, teachers will assess all outcomes to capture progress. Strategies include assessment against the school's own assessment system (see Assessment, Marking and Feedback Policy), as well as additional tests/quizzes, written assignments, self/peer evaluations, use of structured questioning, mind-maps, presentations/role-play, pupil interviews and learning portfolios.

12. MONITORING AND REVIEW

12.1 Supported by the Senior Leadership Team, the PSHE Lead is responsible for monitoring the quality of teaching and learning in RSE.

The quality of RSE provision is also subject to regular and effective self-evaluation as part of termly subject reports for PSHE. Information to be considered includes feedback from lesson visits and learning walks, planning and work scrutiny, pupil and parent feedback and pupil progress.

12.2 Factors to be considered as part of this process are outlined below:

- Is the curriculum effectively managed and are staff teaching RSE suitably skilled and knowledgeable?
- Does the RSE curriculum reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the curriculum as intended?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?
- Are the RSE resources used suitable and accessible?

12.3 Our school will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Relationships and Sex (RSE) Policy.

13. REFERENCES

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)
- [16 to 19 study programmes guidance: 2024 to 2025 academic year - GOV.UK](https://www.gov.uk/government/consultations/16-to-19-study-programmes-guidance-2024-to-2025-academic-year)
- [Regulating independent schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/regulating-independent-schools)

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- [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [\[Withdrawn\] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Three steps to RSHE success | sexeducationforum.org.uk](https://sexeducationforum.org.uk)
- [Advice & Guidance | sexeducationforum.org.uk](https://sexeducationforum.org.uk)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [National curriculum in England: framework for key stages 1 to 4 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

14. ASSOCIATED FORMS

15. APPENDICES

APPENDIX 1: Key Content

APPENDIX 2: Compulsory Aspects

APPENDIX 3: Curriculum Map

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APPENDIX 1

The key content for Health Education is outlined below and is provided within statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education published by the Department for Education and due for implementation from **1 September 2026**. The curriculum reflects all updated requirements, including strengthened content on online safety, personal safety, mental and emotional wellbeing, inclusion, and the delivery of age- and stage-appropriate learning across Key Stages 1–4. The school has reviewed and updated its provision in line with the 2026 framework to ensure compliance with statutory expectations and to meet the evolving needs of pupils in a modern, digital society.

By the end of primary school, pupils should know:

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.

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- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education:

While primary schools are not required to teach human conception as part of the statutory curriculum, schools we may include scientific explanations of fertilisation as part of our non-statutory Sex Education offer, following consultation with parents. This follows the 2026 guidance stating that Sex Education in primary is optional and schools must engage parents when determining what is included.

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In line with the 2026 guidance, primary-phase Sex Education focuses only on the understanding of the human body necessary for safeguarding and health education. This includes:

- Learning the correct scientific names for body parts, including genitalia, as part of safeguarding and keeping children safe.
- Understanding changes associated with growing and maturing as part of the Health Education curriculum.

Human conception is taught at a basic biological level and only where it is developmentally appropriate. As part of our school’s approach to Relationships, Sex and Health Education (RSHE), we recognise that pupils may occasionally raise questions about how human conception occurs, which some children may frame in terms of sexual intercourse and staff will manage this in an age-appropriate manner.

Guiding Principles

Our approach reflects the guiding principles within the 2026 guidance, including:

- Ensuring that all teaching is age-appropriate and sensitive to pupil development.
- Ensuring lessons are inclusive, reflecting the diversity of family structures (e.g., same-sex parents), in line with updated expectations that primary schools are strongly encouraged to teach about different loving family arrangements.
- Ensuring pupils are taught with respect, kindness, and a safeguarding focus, particularly regarding online behaviours, personal safety, privacy, and consent in an age-appropriate way.

Key stage 3 and 4

At secondary school pupils should continue to develop knowledge on topics specified for primary pupils and should also know:

Families

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

Respectful relationships

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- What tolerance requires, including the importance of tolerance of other people’s beliefs.

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- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
- Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online Safety and Awareness

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught

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where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.

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- The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone’s neck or covering someone’s mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might consider prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.
- That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
- The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Related content in the National Curriculum for Science at Key Stages 1-4

Year 5:

Spring – Adolescence and Puberty

Year 7:

Summer 1 – Reproduction

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Year 9:
Inheritance and Evolution

APPENDIX 2

Please see below an overview of the compulsory aspects (as set out by the DfE) of RSE, within the different stages of education.

	KS1	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE - Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science - reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child’s 16 th birthday

APPENDIX 3

Please see below our Curriculum Map which shows when RSE related content is taught within this academic Year:

Felden Hall



KS1

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/Cycle A	Health and Wellbeing <ul style="list-style-type: none"> This Is Me (Identity) How We Grow What Are Feelings Feelings and Loss How We Play and Learn Staying Safe 	Relationships <ul style="list-style-type: none"> Respect Polite Words Sharing and Taking Turns Being Helpful Being Kind Getting Hurt 	Wider World <ul style="list-style-type: none"> All About Rules Online World (Screen Time) Online Safety Strengths and Interests Jobs and Skill Welcoming Everyone 	Health and Wellbeing <ul style="list-style-type: none"> Keeping Clean Healthy Teeth Fun in the Sun Healthy Food Eating Well Keeping Fit and Healthy 	Relationships <ul style="list-style-type: none"> People Who Care for Me What Is a Family? Family and Me All About Bodies (Private Body Parts) My Body Belongs to Me (Unwanted Touch) Asking for Permission 	Wider World <ul style="list-style-type: none"> Caring for Living Things Recycling Plastic and Pollution Global Warming My Classroom Community Community Helpers
2/Cycle B	Wider World <ul style="list-style-type: none"> What Is Money? Ways to Pay Earning Money Saving and Spending Wants and Needs 	Health and Wellbeing <ul style="list-style-type: none"> Healthy Habits All About Teeth Sleep Routines Medicines All About Feelings Big Feelings 	Relationships <ul style="list-style-type: none"> Making Friends Being a Good Friend Playing With Others Working With Others Manners and Respect Resolving Conflict 	Wider World <ul style="list-style-type: none"> What Is the Internet? Personal Data Online Safety Online Information Belonging to a Community Same/different (Diversity) 	Health and Wellbeing <ul style="list-style-type: none"> Human Life Cycle Brilliant Bodies (Private Body Parts and Swimwear Rule) Safety and Risk Safety at Home Road Safety Accidents and Emergencies 	Relationships <ul style="list-style-type: none"> Feeling Lonely Bullying (Introduction) Unkind Words Kindness Secrets and Surprises (Unsafe Touch) Say Goodbye...Say Hello

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KS2

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/ Cycle A	Health and Wellbeing <ul style="list-style-type: none"> Feeling and Me (Coping Strategies) Resilience and Self-Esteem Exercise and Wellbeing Grief and Loss Personal Identity Strengths and Interests 	Wider World <ul style="list-style-type: none"> Jobs and Sectors Careers and Skills Targets and Goals Career Routes Stereotypes 	Relationships <ul style="list-style-type: none"> Role Models Manners and Politeness Family and Me People Who Care for Me Caring for Others 	Health and Wellbeing <ul style="list-style-type: none"> Personal Safety and Risk Fire Safety First Aid 1 (Burns and Scalds) Healthy Eating What Is a Habit? Healthy Choices 	Relationships <ul style="list-style-type: none"> Seeking Permission Privacy and Boundaries Friendship Boundaries Managing Needs Respectful Behaviour Bullying or Teasing 	Wider World <ul style="list-style-type: none"> Rules and Laws Rights and Responsibilities Community Responsibilities E-Safety Age-Appropriate Content Why Is the News Important? (Precursor to Fake News)
4/ Cycle B	Wider world <ul style="list-style-type: none"> Responsible Spending What Is Fairtrade? Value for Money Keeping Track of Money What Is Advertising Gambling and Risk 	Health and Wellbeing <ul style="list-style-type: none"> Healthy Lifestyles Staying Healthy First Aid 2 (Allergies) Germ and Illness Drugs and Medicines Vaccinations 	Relationships <ul style="list-style-type: none"> Internet and Screen Time Age Restrictions Communicating Online Online Relationships Harmful Content / Contact Secrets (Keeping Good Secrets / Sharing Bad) 	Health and Wellbeing <ul style="list-style-type: none"> Respecting Difference Diverse Communities Prejudice and Discrimination Racism Relationships <ul style="list-style-type: none"> Preventing Bullying Hurtful Behaviour 	Health and Wellbeing <ul style="list-style-type: none"> Growing-up Girls Growing-up Boys Changing Emotions Personal Hygiene Dental Hygiene Sleep Hygiene 	Health and Wellbeing <ul style="list-style-type: none"> Water Safety Code Summer Safety First Aid 3 (Asthma) Relationships <ul style="list-style-type: none"> Committed Relationships Honesty and Trust Positive Friendships

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5/ Cycle A	Wider World <ul style="list-style-type: none"> Asking for Help What Is Social Media? Fake News Fake Images (Photoshop and Deepfake Videos) Digital Footprints Bonfire Night 	Health and Wellbeing <ul style="list-style-type: none"> Healthy Habits Being Healthy – Diet Being Healthy – Exercise Physical Health Germ, Bacteria and Viruses What Is Mental Health 	Relationships <ul style="list-style-type: none"> Behaviour and Respect Friendships Feeling Left Out Peer Pressure Dares and Challenges Bullying and Hurtful Behaviour 	Wider World <ul style="list-style-type: none"> Courtesy and Manners Success and Achievement Independence and Responsibility Careers and Stereotypes The Environment – Part 1 The Environment – Part 2 	Health and Wellbeing <ul style="list-style-type: none"> Understand Emotions Feelings and Emotions Self-Esteem Body Image Boys' Puberty Girls' Puberty 	Relationships <ul style="list-style-type: none"> Positive Relationships Loving Stable Families Love and Abuse FGM Online Behaviour and Risks Stranger Safety
6/ Cycle B	Health and Wellbeing <ul style="list-style-type: none"> Medicine and Product Safety Habits and Addiction Caffeine and Energy Drinks What Is Alcohol? Drugs (Introduction to Illegal Drugs) Vaping Danger 	Relationships <ul style="list-style-type: none"> Disagreeing Respectfully Positive Male Role Models (Harmful Stereotypes) Cyberbullying and Harassment Online Gaming Danger Group Chats (Bullying) Online Privacy and Data 	Wider World <ul style="list-style-type: none"> Identity and Community Diversity in the UK Protected Characteristics What Is Money? Attitudes About Money Money and the Cost of Living 	Health and Wellbeing <ul style="list-style-type: none"> Puberty and Our Genes Boys' Puberty Girls' Puberty Human Reproduction (Sex-Ed Part 1 - Conception) Hormones and Emotions Mental Health Symptoms 	Wider World <ul style="list-style-type: none"> Grief, Change and Loss Transition to Secondary School Health and Wellbeing <ul style="list-style-type: none"> Sun Safety Personal Safety and Hazards First Aid 4 (Common Injuries) First Aid 5 (Life Support) 	Relationships <ul style="list-style-type: none"> Consent Sexual Harassment Attraction and Crushes Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) Family and Commitment Caring for Babies

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KS3

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Health and Wellbeing <ul style="list-style-type: none"> Introduction Mental health introduction Building resilience Kindness and empathy Online safety introduction 	Health and Wellbeing <ul style="list-style-type: none"> Dangers of vaping Drugs introduction Personal hygiene oral health infections Boys' puberty Periods and menstruation FGM 	Wider World <ul style="list-style-type: none"> Personal development Importance of respect Wants, needs and priorities Self esteem 	Wider world <ul style="list-style-type: none"> Racism introduction Media literacy Protected characteristics Careers skills and qualities Stereotyping 	RSE <ul style="list-style-type: none"> Healthy relationships Importance and trust Peer pressure Maintaining friendships 	RSE <ul style="list-style-type: none"> Antibullying Online grooming Marriage Different families, stability and commitment Falling in love and romantic feelings
8	Health and Wellbeing <ul style="list-style-type: none"> Balanced diet and healthy food The importance of exercise Lifestyle diseases and cancer Eating disorders Social media stress 	Health and Wellbeing <ul style="list-style-type: none"> Group messaging and chats Self-harm Exploring identity Knife crime 	Wider World <ul style="list-style-type: none"> Attendance and punctuality Ambitious aspirational realistic career Employability skills introduction Entrepreneurs Saving and investing money Teamwork 	Wider World <ul style="list-style-type: none"> Sexism in society Ableism visible and invisible disabilities County lines and gangs Communication skills Mental health at work and the wider world 	RSE <ul style="list-style-type: none"> Tolerance and mutual respect Being a great man Alcohol and relationships Cyberbullying and online trolls Consent 	RSE <ul style="list-style-type: none"> Contraception Introduction to STIs Condoms and condom use

9	Health and Wellbeing <ul style="list-style-type: none"> Mental health stigma and language Managing anxiety Happiness and positivity Sleep importance and hygiene Healthy eating on a budget 	Health and Wellbeing <ul style="list-style-type: none"> Health advice and services Prescription drugs and antibiotics First aid and CPR Gratefulness Gambling risks 	Wider World <ul style="list-style-type: none"> Getting ready for KS4 and options process Responsible finances and avoiding debt Financial exploitation Workplace skills future labour market 	Wider World <ul style="list-style-type: none"> E-reputation (online reputation) The importance of community Anti-social behaviour The importance of volunteering Algorithms and subcultures 	RSE <ul style="list-style-type: none"> Relationships in the media Diverse relationships Gender stereotypes Gender equality Sexual harassment and the law 	RSE <ul style="list-style-type: none"> Misogyny PSHE Pornography and our brains Grief, loss and its digital legacy Conflict management
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KS4

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Health and Wellbeing <ul style="list-style-type: none"> Social media and Resilience Social media and loneliness Deepfake and malicious AI Body image positivity too far Managing social anxiety 	Health and Wellbeing <ul style="list-style-type: none"> Cancer, self-examination (2) Unplanned pregnancy Nitrous Oxide Stress and exam performance Mental Health support and networks Porn ethics strangulation 	Living in the Wider World <ul style="list-style-type: none"> Social media validation Hate crime (2) Equality and equity (2) Future careers and the rise of AI 	Living in the Wider World <ul style="list-style-type: none"> Employment Rights and Responsibilities Tattoos, piercings and our appearance Work Experience Health and Safety at Work Cybercrime and Dark Web Dangers 	RSE <ul style="list-style-type: none"> Coercive, exploitative abusive relationships (2) Gaslighting, emotional abuse Forces Marriage Divorce, separation and loss 	RSE <ul style="list-style-type: none"> Stalking, harassment and the law (2) Assessing readiness for sex Abortion (2) LBGT rights Adoption and fostering
11	Health and Wellbeing <ul style="list-style-type: none"> Compulsive, unwanted and fixed behaviours Criminal and mob behaviour (2) Fertility reproductive health (2) Chatbots advice and misplaced affections 	Health and Wellbeing <ul style="list-style-type: none"> Neurodiversity Personal safety on the streets Sugar and processed food (2) Suicide prevention Virginity testing and hymenoplasty and law 	Living in the Wider World <ul style="list-style-type: none"> Choosing post 16 options Personal safety and independent travel Extremism and radicalisation (2) Online privacy and data protection Cost of living crisis 	Living in the Wider World <ul style="list-style-type: none"> Different types of employment CVs, cover letters, job applications (2) Job Interviews Revision and study skills (2) 	RSE <ul style="list-style-type: none"> Language microaggressions and bullying Brain development and parenting Online dating Parenting costs and considerations 	RSE <ul style="list-style-type: none"> Sexualisation of the media Pornographic deepfakes and non-consensual image sharing Honor violence and killings Responsible public health choices Sextortion and spotting AI

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