

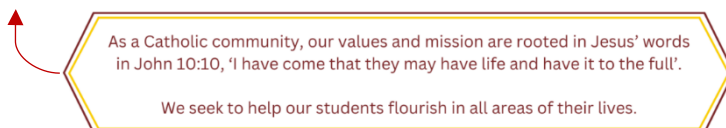


Relationships, Sex and Health Education Policy

Author/Adapted from	D Mangan based on The Key Support Services Ltd model policy and CES model policy	
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Version	Date	Notes
V1	February 2023	based on The Key Support Services Ltd model policy and CES model policy
V2	February 2025	Updates to Appendix 1
V3	December 2025	Adjustment to sequencing
V4	September 2026	Additions based on new RSHE guidance DfE 2026

Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth.

We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. **Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be**, in preparation for this life and the life to come.

In this policy the Governors of CHCHS set out the rationale for and approach to Relationships, Sex and Health Education at CHCHS. The policy will be reviewed by the Governor responsible for RSHE, the Head-teacher, Head of Safeguarding, and RSHE co-ordinator (in consultation with pupils, parents, staff) every year.

Copies of the document are available to parents through the school's website and a hardcopy is available at any time. Details of the content of the RSHE curriculum are also published on the school's web site (Appendix 1).

1. Aims

The aims of Relationships, Sex and Health education (RSHE) at CHCHS are to:

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

'I have come that you might have life and have it to the full'

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education.

Furthermore, our school aims to endeavour to raise pupils' self-esteem, to help them to grow in knowledge

and understanding, to recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: in partnership with parents, to provide children and young people with a positive and prudent sexual and health education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

2. Statutory requirements

As a maintained secondary school, we must provide RSHE to all pupils under the *Children and Social Work Act 2017*.

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

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

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

At CHCHS we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to contact the school with regard to any aspect of the policy which is available on the school website. This is also communicated to parents via a letter sent to them every year.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE via questionnaires and feedback sessions
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity. RSHE is important for the physical, mental and spiritual development of pupils. Its teaching ties in

with the virtues that are held as central at Cardinal Heenan Catholic High School. They are faith, hope, love, justice, solidarity, temperance, courage and practical wisdom. These virtues guide the teaching of RSHE and are passed on to pupils in every aspect of its delivery.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1. Appendix 1 shows the full PSHCE curriculum so that all stakeholders can see where RSHE fits into the wider curriculum model. This includes where an aspect of RSHE is taught in another subject e.g. science. Although Appendix 1 shows the intended model, we reserve the right to make adaptations to timings or indeed PSHCE content based on the needs of the students e.g. local/national context regarding a particular issue.

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

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSHE

At CHCHS pupils are taught RSHE within PSHCE, RE, Science (biological aspects of RSHE), PE, ICT and other lessons. PSHCE lessons are every 2 weeks from Years 7 to 11. Other relevant subjects have lessons that take place several times per week (though these will not always be related to RSHE).

We ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture, and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. This is in line with the School's Inclusion Policy.

A learning environment is fostered in which pupils feel safe and secure in their learning. Opportunities for discussion of what is and is not appropriate in relationships are provided. Such discussion may well lead to disclosure of a safeguarding issue. Teachers are aware of the needs of their pupils and do not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

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

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

(For more information about our RSHE curriculum, see Appendix 1.)

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

The PSHCE co-ordinator informs the Pastoral department well in advance of upcoming topics so that they can take the decision whether to include vulnerable children, particular pupils with SEND needs, or pupils who have been upset by some related issue, in those classes. Such pupils are then given the necessary learning in a form which caters for their particular situation and/or needs (for example, in the form of one-to-one learning out of class).

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6.3 Assessment

RSHE is assessed in RE in a number of ways. Each unit involves a test of key vocabulary, a formative mid-unit assessment on the issues covered, and a summative end-of-unit assessment. In PSHCE, an end-of-term assessment takes place on the topics covered throughout that term. In addition to this, all teachers are expected to use feedback from pupils in lessons to inform their teaching as it progresses through each unit. Short assessments, use of mini-whiteboards and other forms of assessment are used to facilitate this.

In addition to the standard assessment cycle listed above, we also take part in the My Health My Schools Survey ([My Health My School Survey](#)) which is an perception survey which provides useful feedback regarding our school population and our local community. The data provided can allow us to tailor interventions to improve the data and the lives of children and young people for the future. The survey comprises of a range of questions on the ten themes:

- All About Me;
- Healthy Eating;
- Social, Emotional and Mental Health (SEMH);
- Gambling (new for 2024);
- Physical Activity and Sport;
- Play (New for 2024);
- Physical Education in School;
- Drugs, Alcohol and Tobacco;
- Sexual Health;
- My School/College.
- These are tailored age-appropriately with year group logins.

7. Use of external organisations and materials

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

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate

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

We won't, under any circumstances:

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

Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' (Appendix 3).

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

RSE is a whole-school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Staff are responsible for:

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

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

The following members of staff are responsible for the teaching of RSHE in the school:

Mr Daniel Mangan (Deputy Headteacher)

Dr Mark Bradley (PSHCE Co-ordinator)

Mr Jack Tunnecliff (Head of RE)

Other members of staff are responsible for the delivery of RSHE in their role as PSHCE teachers. These staff sometimes differ from year to year but all members of staff receive the necessary training for the correct and appropriate delivery of RSHE.

8.4 Pupils

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

9. Parents' right to withdraw

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

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

10. Training

Staff are trained on the delivery of RSHE as part of their induction and those directly responsible for its delivery are provided with training throughout the school year.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Mr Daniel Mangan through:

Regular meetings with the Heads of PSHCE, RE and other relevant subjects

Learning walks during PSHCE and other relevant lessons

Scrutiny of schemes of work, lesson plans, assessments and staff and pupil feedback

Anticipation of topics that appear in the media that are related to RSHE and their incorporation into the RSHE programme

This policy will be reviewed by Mr Daniel Mangan annually. At every review, the policy will be approved by the Head Teacher and the Governing Body.

12. Relationship to other policies

This RSHE policy is linked to the following policies

- Behaviour Policy
- Safeguarding and Child Protection Policy

Appendix 1a: Curriculum map

YEAR 7			
HT	PSHCE	Details	Other
1	Ground Rules	Outlining the ground rules for PSHCE What is and is not appropriate during PSHCE	<u>RE</u> Being the person that God calls us to be The concept of friendship is implicit in RE throughout all years <u>ICT</u> Online grooming <u>ENGLISH</u> Current affairs, bias and objectivity, points of view (The News Unit) <u>HISTORY</u> Constitution: Magna Carta <u>SCIENCE</u> Puberty and physical/emotional changes The menstrual cycle The science of human reproduction and sexual intercourse; the mechanics of sex Development of the foetus <u>FOOD TECH</u> Nutrition Eating well
1	What PSHCE is	An outline of why we go to school and what it is for An outline of what PSHCE is and covers An outline of why we need PSHCE	
1	Your Future	A chance to think about future careers Things to consider regarding your career An action plan of how to achieve your career goals	
1	Dealing with Trouble	Discussion of respect for others and oneself What to do about trouble at home The importance of telling the truth What to do about trouble at school, including bullying What to do about keeping safe outside of school generally DOCUMENT OF HOW TO GET HELP HANDED OUT (including help at school, telephone numbers, websites)	
2	Bullying	What bullying is Different kinds of bullying (physical, mental and emotional, cyber) Why do bullies bully? What to do if you or someone you know is being bullied (the help available)	
2	Peer Pressure	What peer pressure is and the forms it might take (including age-sensitive discussion of coercion in relationships) How to resist peer pressure Discussion of resilience	
2	Self-esteem	What self-esteem is Discussion of looking at your positives/skills/abilities Tips on how to build self-esteem	
3	Puberty - Menstruation	What puberty is Physical and mental changes for boys and girls during puberty Personal hygiene and puberty What menstruation is and the menstrual cycle Period products of where to get them (available from school)	

		Discussion of period poverty Menstrual wellbeing and where to get help	<u>PE</u> Focus on teamwork, communication, exercise, healthy lifestyle
3	Road Safety	Spotting the dangers on the road Facts and statistics about accidents on the road How to stay safe crossing the road How to stay safe in OUR car park How to stay safe on your bike	
4	Exercise	The health benefits of exercise Different kinds of exercise and tailoring them to yourself How to measure your heartrate Tips for people who struggle to exercise	
4	Healthy Eating	The various kinds of nutrients The main food groups and their effects The different kinds of vitamins and their effects Looking at balanced diets	
4	Importance of Sleep	How much sleep we need and how it helps our body and mind Tips on how to get a good night's sleep A look at some sleep disorders	
5	Multiculturalism	What multiculturalism is A short history of multiculturalism Why multiculturalism is a good thing	
5	Community Cohesion	What community cohesion is An introductory look at sexism, racism, religious freedom, prejudice and discrimination How to promote community cohesion	
5	Prejudice and Discrimination	Defining prejudice and discrimination The forms that it might take Focus on racism and the difference between overt and covert versions Looking at case studies and deciding what is unacceptable	
6	The Purpose of Law	Why we need laws Thought experiments about what we'd do on a desert island Thought experiments about what would happen if we had no laws Discussion of what you might change about the law	
6	The Causes of Crime	A look at why people might commit crime, including psychological and social reasons A discussion of what pupils think are the biggest causes of crime in their area	

6	Crime and Your Age	What is and is not legal at various ages, involving marriage, sex, alcohol, driving, voting, gambling, donating blood, buying fireworks, getting a tattoo, etc.	
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YEAR 8			
HT	PSHCE	Details	Other
1	Budgeting	Difference between income and expenditure How to put a budget together The effects of not budgeting How to cope when money is scarce	<u>SCIENCE</u> Immunisation and vaccination Infectious diseases <u>ICT</u> Whole unit on online security, including scams, cybersecurity and viruses <u>ENGLISH</u> Social Criticism Unit: issues regarding racism, classism, gender equality and the environment <u>HISTORY</u> Slavery British Empire Suffragettes The Chartists Resilience (Harriet Tubman) <u>FOOD TECH</u> Nutrition Eating well Food labelling
1	Banking	Types of bank account Different ways to pay for things Debit and credit cards Interest rates	
1	Dealing with Stress	What stress is and how it affects the body/mind Positive and negative ways to handle stress Mindfulness exercise	
1	Mindfulness	What mindfulness is The question of whether it is effective Various practical exercises to relieve stress Possible benefits of meditation	
2	Cyberbullying	What it is Negative effects of cyber-bullying on others and self What to do about cyber-bullying and how to get help	
2	Online Safety	Discussion of scenarios involving online safety Look at sexting and its consequences The law on possessing and sending explicit images Being careful with your digital footprint What to do about abuse online Where to get help	
2	Resilience	What it is Examples of resilient individuals and what they do Tips about how to be resilient	
3	Personal Hygiene	Different forms of personal hygiene and how to stay clean/healthy, including: washing, cleaning teeth, body odour, clean clothes, hygienic behaviour	

		Sun protection Staying safe from COVID	Diet diaries Keeping food safely Diet related illnesses Drinking water <u>PE</u> Focus on teamwork, communication, exercise, healthy lifestyle <u>RE</u> Importance of Charity (though implicit in all units) HIV/AIDS
3	Tobacco	The effects of smoking, including: health and diseases (including cancer and lung diseases), cost, smell, ageing effects, social unacceptability	
3	Tobacco	Facts and statistics regarding smoking The law regarding smoking Second-hand smoking dangers Other forms of smoking (cigars, pipes, shisha pipes) and their dangers Vaping and e-cigarettes	
4	British Identity	Definitions of Britain, Great Britain, UK What it might mean to be British Rights and responsibilities of British citizens Discussion of citizenship and citizen tests	
4	British Values	The British Values outlined The British Values applied with examples Discussions of national identity	
4	Migration	Definitions and differences of: migration, immigration, refugee, asylum seeker Push and pull factors of migration and discussion of why people migrate or seek asylum	
4	Homelessness	What it is and its causes Attitudes to homelessness with discussion Discussion of what might be done about homelessness	
5	Types of Rule	Why we need to be governed A look and critique of anarchy Different types of rule Focus on democracy and its relative strengths	
5	UK Constitution	What a constitution is Outline of the UK Constitution A look at the Monarchy; arguments for and against	
5	UK Parliament	Outline of the UK Parliament, and difference to the government Looking at the form and purpose of each part Duties of the government, PM and cabinet	
6	Crime and Young People	Statistics about crime and young people The age of criminal responsibility Causes of crime for young people The impacts of crime	

		What happens to young offenders Discussion of young people and the media portrayal of crime	
6	Alcohol and Car Crime	Types of car crime (TWOC, joyriding, speeding, drinking and driving) Causes of car crime Types of alcohol-related crime (buying alcohol under-age, drunk and disorderly, drinking and driving, domestic violence) Causes of alcohol-related crime Discussion of effects on people Focus on the law and driving age	
6	Civil and Criminal Law	The difference between civil and criminal law The kinds of penalty involved with each	

YEAR 9			
HT	PSHCE	Details	Other
1	Critical Thinking	Kinds of Intelligence Supporting a point of view Conceptual Analysis and its uses	<u>ICT</u> Online grooming Using social media in a safe way <u>ENGLISH</u> Animal Farm Unit: issues about authority, citizenship, types of rule, repression and freedom <u>HISTORY</u> The Holocaust Treatment of Commonwealth Soldiers Communism vs Capitalism State Repression <u>STUDY SKILLS</u> Growth Mindset General wellbeing and mental health
1	Current Affairs	What the news is and why it's important How to find out about the news Facts and opinions Bias and objectivity in reporting	
1	Prejudice and Discrimination Black Lives Matter	Kinds of prejudice and discrimination Focus on ableism Focus on racism The law and the Equality Act Hate Speech Where to get help Discussion of Black Lives Matter (what it is, why it arose, its aims, further reading)	
1	Sexual Bullying	Defining what is sexually inappropriate Discussion of personal space and touching Up-skirting and the law Discussion of scenarios	
2	Homophobia	Definitions of LGBT What homophobic bullying is and the forms it takes Why it's unacceptable Discussion of the word 'gay'	

2	Abuse	Kinds of abuse at home or at school The effects of abuse Discussion of scenarios What can be done about it and where to go for help	Homework approaches Reading skills Presentation skills Making mistakes and resilience Thinking about careers <u>PE</u> Focus on teamwork, communication, exercise, healthy lifestyle <u>RE</u> Consent (Creation and Covenant Unit) Human Trafficking (Prophecy and Promise Unit) Adoption Purpose of sex Consequences of unintended pregnancy/teenage parenthood (Creation and Covenant Unit) Abortion, law and the sanctity of life (Creation and Covenant Unit) Importance of marriage; law and church on marriage; same-sex marriages; civil partnerships (Creation and Covenant Unit) STIs and AIDS
2	Gender Equality	What it is; what sexism is Look at: sexist jokes, sexism in the workplace, sexism in the media, safety at night, women oppressed worldwide, MeToo Movement What to do about it and where to get help	
3	Alcohol 1	Kinds of alcohol Why people drink alcohol Alcoholic units and the law	
3	Alcohol 2	Why people abuse alcohol Negative health effects (physical and mental) Negative effects on family and society	
3	Drug Abuse	Physical and mental effects of drug use Why people misuse drugs	
3	FGM and Breast Ironing	What FGM is, why it happens, where it mainly occurs The health risks associated with it Why it is wrong The law regarding FGM Indicators of FGM What to do about FGM and where to get help What Breast Ironing is and the law regarding it What to do about BI and where to get help	
4	Human Rights	What human rights are Different kinds of rights The United Nations and human rights	
4	Free Speech and the Media	What free speech is and its limits (hate speech, slander and libel, inciting violence) Freedom of the media (focus on Charlie Hebdo)	
4	Fake News, Conspiracy Theories, Vaccines	What fake news is, and when something is really fake news and when it is only claimed to be Conspiracy thinking and its shortfalls The value of critical thinking and checking sources, reliability, etc. Conspiracy thinking about vaccines and why it is wrong The safety of vaccines	
4	Extremism and Terrorism	Recap on British Values Defining extremism and terrorism	

		Why people hold extremist views Why it is wrong	
5	Community Action	How to make improvements to your local area Volunteering and how to do it	
5	Political Parties	What apolitical party is The main UK political parties and what they stand for Opportunity to create your own political party	
5	Voting	What it is and why it is important Who can vote What happens when you vote Discussion of types of voting system Discussion of lowering the voting age	
5	Protesting and the Environment	Look at environmental problems Kinds of protest and non-violent direct action Why people protest Focus on Greta Thunberg Discussion of Extinction Rebellion	
6	The Court Room	What the court room is The various roles of each part/member of the court room	
6	Punishment	Types of punishment Purposes of punishment Advantages and disadvantages of each	
6	How Laws are Passed	How laws are passed through the House of Commons and the House of Lords and the various stages	
6	Burglary and safety	Difference between burglary and theft Advice on how to keep your home safe	

YEAR 10			
HT	PSHCE	Details	Other
1	Body Image and Cosmetics	What body image is How the media affects body-image Cosmetic surgery and its dangers, such as botox, liposuction, breast implants	<u>RE</u> <i>Themes Unit</i> Homophobia, Bullying Gender Equality Human beings as sexual beings; sex as a gift from God
1	Eating Disorders	Different kinds of eating disorder Symptoms and effects Where to get help	

1	Self-harm Suicidal Thoughts	What self-harm is Why some people might do it Displacement strategies What to do if you have suicidal thoughts Where to go for help	Celibacy, peer pressure, freedom of choice; harassment and persuasion about sex Friendship as the basis for sexual relations Natural and artificial forms of Abortion, law and the sanctity of life Importance of marriage; law and church on marriage; same-sex marriages; civil partnerships Roles and responsibilities of parents Extremism and Radicalisation STIs and AIDS Respect for oneself and others and responsibility for one's own behaviour (implicit in all units) Help available for all these contraception Consequences of unintended pregnancy/teenage parenthood Sexual orientation Consent
1	Anxiety and Depression	What anxiety is What depression is How to get help Panic attacks and how to cope with them	
2	Online Safety (return)	Discussion of scenarios involving online safety Look at sexting and its consequences The law on possessing and sending explicit images Being careful with your digital footprint What to do about abuse online Where to get help	
2	Pornography	What pornography is The immorality of pornography The effects of pornography on victims, the brain, and society Trafficking and the law	
2	Understanding LGBT+	Defining sex and gender Focus on homophobia How to get help	
2	Grooming and County Lines	Different kinds of grooming such as online and county lines The strategies that groomers use	
3	Kinds of drugs	Different kinds of drugs by chemical and legal classification	<u>ENGLISH</u> Ethics and morality; classism, responsibility, poverty in <i>An Inspector Calls</i> Good and evil, responsibility, secrecy in <i>Jekyll and Hyde</i>
3	The Effects of drugs	The effects of drugs on health, family and society The nature of addiction	
3	Gangs and weapons	Why people join gangs The law and knife crime The law and joint enterprise Stop and search laws	
4	British Values (returned)	The British Values outlined The British Values applied with examples Discussions of national identity	<u>HISTORY</u> Fight against Nazism State Repression Constitution and Democracy
4	Radicalisation	Radicalisation and religion How people become radicalised	
4	The Far Right	What the far-right is and the different groups	

		Far-right views Why they are wrong	<u>STUDY SKILLS</u> Goal setting Motivation Time management Reading techniques Resilience
5	Tax and Public Spending	What tax is and where it goes Public services The role of the Chancellor Opportunity to make a budget	How to revise Advice about exams Writing application forms
5	Local Government	What local government is The areas it covers Different departments and where you would go for help	
5	International Government	The nature of international government, including the UN, NATO, the EU, the Commonwealth, the G7, the G20 What they do	<u>PE</u> Focus on leadership, ownership, diet and nutrition
6	Employability Skills	Skills that employers are looking for Reflection on which skills pupils have How to develop your skills	
6	Work and Pay	The minimum wage Tax and National Insurance The Equality Act and work	<u>SCIENCE</u> Immunisation and vaccination Non-communicable diseases and substance abuse Menstrual Cycle; the pill and contraception Puberty and physical changes
6	Health and Safety at work	What health and safety is Common risks and hazards at work First Aid at work Fire safety at work How to report accidents Bullying and harassment at work and what to do	
6	WORK EXPERIENCE		<u>RE</u> Feasts and fasts and different cultures <u>ICT</u> Exploitation and online bullying Online blackmail

YEAR 11			
HT	PSHCE	Details	Other
1	Personal Statements	How to write a good personal statement	

		Opportunity to draft and redraft personal statements	<u>SCIENCE</u>
1	Personal Statements	Opportunity to draft and redraft personal statements	The science of human reproduction
1	CVs	What CVs are What CVs are used for How to write a CV Opportunity to write their first CV	<u>ICT</u> The use of social media Online grooming
1	Interview Techniques	What interviews are for What interviewers are looking for How to prepare for interviews How to conduct oneself during an interview What to do and not to do How to deal with tricky questions	<u>RE</u> <i>Themes Unit</i> Homophobia, Bullying Gender Equality
2	Consent	What consent is The law regarding consent, assault, rape Victim blaming How to get consent	Human beings as sexual beings; sex as a gift from God Celibacy, peer pressure, freedom of choice; harassment and persuasion about sex
2	Andrew Tate and the Manosphere	Outline of 'the Manosphere' and INCELS Why these views are wrong	Friendship as the basis for sexual relations
2	Divorce and separation Domestic abuse Forced and arranged marriages	What divorce and separation are and why it happens Focus on the idea that it is never the child's fault The difference between forced and arranged marriages and the law regarding them Honour-based Violence What domestic abuse is How to get help	Natural and artificial forms of contraception Consequences of unintended pregnancy/teenage parenthood Sexual orientation Consent
2	Dealing with grief	What grief is and its effects When grief becomes a more serious problem How to get help	Abortion, law and the sanctity of life Importance of marriage; law and church on marriage; same-sex marriages; civil partnerships
2	The menopause	What the menopause is Its symptoms and effects How to deal with it Discussion of whether there is a male menopause	Roles and responsibilities of parents Extremism and Radicalisation STIs and AIDS
3	First Aid	The importance of first aid What to do in an emergency Various first aid techniques for cuts, burns, sprains, etc. How to perform CPR How to check for meningitis and breast and testicular cancer	Respect for oneself and others and responsibility for one's own behaviour (implicit in all units) Help available for all these

		Relationships with doctors and dentists and the right to change them	<u>ENGLISH</u> Ethics and morality; classism, responsibility, poverty in <i>An Inspector Calls</i> Good and evil, responsibility, secrecy in <i>Jekyll and Hyde</i> <u>STUDY SKILLS</u> Subject specific tips and advice on revision <u>HISTORY</u> Fight against Nazism State Repression Constitution and Democracy <u>PE</u> Focus on leadership, ownership, diet and nutrition
3	Giving blood Vaccines Organ donation	Why blood is needed how to give blood and what happens The importance of vaccines and their safety Debunking conspiracies about vaccines What organ donation is and the law regarding it	
3	Cannabis	What cannabis is Its effects and health dangers The law regarding it Discussion of the legalisation of cannabis	
3	Club Drugs Illegal highs New Psychoactive substances	The types of club drugs, including ecstasy, rohypnol, spice What illegal highs/psychoactive substances are and the law regarding them The dangers regarding them	
3	Stop and Search Acid Attacks	The law on Stop and Search The effects of acid attacks The law on acid attacks	
4	Borrowing and Saving	Borrowing, saving and interest rates Loans and student loans and how they work The dangers of loan sharks	
4	Insurance and Pensions	What insurance is and how it works What different kinds of pension are and how they work	
4	Enterprise	What enterprise is Examples of successful entrepreneurs and ideas The qualities needed for enterprise	
5	Gambling	What gambling is The gambler's fallacy and why the house always wins The dangers of excessive gambling Help available	
5	Consumer rights	What consumer rights are Returning items, right to change your mind, rights and forms of payment, complaining	
5	Trade unions	What they are and how they work The forms of industrial action and why people strike	
6	Revision and stress	Tips on how to revise Tips on how to relieve stress and anxiety	

Year Group	RE	PSHCE	Other
7	Being the person that God calls us to be The concept of friendship (throughout and implicit) Peer Pressure Self-esteem	Puberty and menstruation Importance of exercise Importance of healthy eating Importance of sleep	Online grooming (ICT) Puberty and physical/emotional changes (Science) The menstrual cycle (Science) The science of human reproduction and sexual intercourse; the mechanics of sex (Science) Development of the foetus (Science)
8	Being the person that God calls us to be The concept of friendship (throughout and implicit)	Personal hygiene Mindfulness Online Safety Dealing with Stress	Online security - including scams, cybersecurity and viruses (ICT)
9	Purpose of sex Consent Importance of marriage; law and church on marriage; same-sex marriages; civil partnerships Consequences of unintended pregnancy/teenage parenthood Abortion, law and the sanctity of life STIs and AIDS Human Trafficking Adoption	Sexual Bullying Homophobia Abuse Gender Equality FGM and Breast Ironing	Online grooming (ICT) Using social media in a safe way (ICT)
10	Made in the image of God Sanctity of human life Abortion and alternatives to it	Body image and the dangers of cosmetics Eating disorders Suicidal thoughts Self-harm Anxiety and depression Online safety Pornography Understanding LGBT	Immunisation and vaccination (Science) Non-communicable diseases and substance abuse (Science) Menstrual Cycle; the pill and contraception (Science) Puberty and physical changes (Science)
11	Human beings as sexual beings; sex as a gift from God Friendship as the basis for sexual relations Importance of marriage; law and church on marriage; same-sex marriages; civil partnerships	Incels, Manosphere, Andrew Tate Divorce and separation Domestic abuse Forced and arranged marriages The menopause Vaccines and conspiracy theories	The science of human reproduction (Science) The use of social media (ICT) Online grooming (ICT)

	Celibacy, peer pressure, freedom of choice; harassment and persuasion about sex Roles and responsibilities of parents Natural and artificial forms of abortion, law and the sanctity of life STIs and AIDS Respect for oneself and others and responsibility for one's own behaviour (implicit in all units) Contraception Consequences of unintended pregnancy/teenage parenthood Sexual orientation Consent Homophobia, Bullying Gender Equality Help available for all these	Giving blood Organ donation First Aid	
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Appendix 1b: Map of statutory content according to DfE guidance¹

Families	Subject area/s & time
That there are different types of committed, stable relationships.	PSHCE Y11 HT2 RE Y11 HT1
How these relationships might contribute to wellbeing, and their importance for bringing up children.	RE Y11 HT1
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.	RE Y9 HT1 RE Y11 HT1
That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	RE Y9 HT1
That forced marriage and marrying before the age of 18 are illegal	PSHCE Y11 HT2
How families and relationships change over time, including through birth, death, separation and new relationships.	RE Y9 HT1

¹ [Relationships and sex education \(RSE\) and health education - GOV.UK](#) accessed 22/6/26

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.	RE Y11 HT1
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.	RE Y11 HT1 PSHCE throughout
Respectful relationships	Subject area/s & time
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.	PSHCE Y8 HT2 PSHCE Y11 HT2-3
How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. 2a. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	PSHCE Y7 HT2 RE throughout
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.	PSHCE Y7 HT2 RE throughout
What tolerance requires, including the importance of tolerance of other people's beliefs.	RE Y10 HT4 PSHCE Y7 HT2, Y8 HT1, Y9 HT1
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.	PSHCE Y7 HT2, Y8 HT1, Y9 HT1 RE Y9 HT1, Y11 HT1
The different types of bullying (including online bullying),	PSHCE Y7 HT2, Y8 HT1, Y9 HT1 RE Y10 HT4
The impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	PSHCE Y7 HT2, Y8 HT1, Y9 HT1 RE Y10 HT4
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	PSHCE Y7 HT2, Y8 HT1, Y9 HT1
The role of consent, including in romantic and sexual relationships.	RE Y9 HT1, Y11 HT1 PSHCE Y9 HT1-2, Y11 HT2

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	RE Y9 HT1, Y11 HT1
Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	RE Y9 HT1, Y11 HT1 PSHCE Y9 HT1-2, Y11 HT2
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.	PSHCE Y7 HT5, Y9 HT2
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.	PSHCE Y7 HT5, Y9 HT2, Y11 HT2
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.	PSHCE Y10 HT2
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.	PSHCE Y9 HT2
Online safety & awareness	Subject area/s & time
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	PSHCE Y8 HT2, Y11 HT3 ICT Y7 & 8 <i>Throughout</i>
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.	PSHCE Y8 HT1-2
Pupils should also understand the difference between public and private online spaces and related safety issues.	PSHCE Y8 HT1-2
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.	PSHCE Y8 HT2 RE Y9 HT1 ICT Y7 & 9
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.	PSHCE Y8 HT2, Y9 HT5-6
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.	PSHCE Y8 HT2 ICT Y7
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.	PSHCE Y8 HT2 ICT Y7
Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	PSHCE Y8 HT2 ICT Y7

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.	PSHCE Y8 HT2 RE Y9 HT1
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.	PSHCE Y8 HT2 ICT Y7
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.	PSHCE Y8 HT2 RE Y9 HT1 Computer Science Y9
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	PSHCE Y8 HT2
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	PSHCE Y8 HT2
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	PSHCE Y8 HT2, Y10 HT2
Being safe	Subject area/s & time
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.	PSHCE Y9 HT2, Y11 HT2 RE Y9 HT1, Y11 HT1
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.	PSHCE Y9 HT1-2, Y11 HT2
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.	PSHCE Y7 HT1, Y8 HT2, Y11 HT1

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.	PSHCE Y7 HT1
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.	PSHCE Y9 HT1-2, Y11 HT2
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.	PSHCE Y8 HT2, Y9 HT1-2, Y10 HT1-2, Y11 HT 2
The concepts and laws relating to sexual violence, including rape and sexual assault.	PSHCE Y9 HT1-3, Y11 HT2
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.	PSHCE Y9 HT1-3, Y11 HT2
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	PSHCE Y11 HT2
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	PSHCE Y9 HT2, Y11 HT2
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	PSHCE Y8 HT2, Y10 HT2, Y11 HT4
The concepts and laws relating to forced marriage.	PSHCE Y11 HT2
The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	PSHCE Y9 HT 3
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.	PSHCE Y10 HT2

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.	PSHCE Y11 HT2
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.	PSHCE Y9 HT2 and throughout
Intimate and sexual relationships including sexual health	Subject area/s & time
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	RE Y9 HT1 & Y11 HT1
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.	RE Y9 HT1 & Y11 HT1
Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	RE Y9 HT1 & Y11 HT1
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.	RE Y9 HT1 & Y11 HT1
That some sexual behaviours can be harmful.	PSHCE Y10 HT2
The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. 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.	RE Y11 HT1 Adoption RE Y9 HT1-2 Abortion Y9 HT1-2, Y10 HT2 Science Y10 HT4 Contraception
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.	Science Y10 Prep/ PEP, HIV and STIs HT3 RE Y11 HT1
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Science Y10 HT3
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	PSHCE Y11 HT1
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	PSHCE implicit
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.	PSHCE implicit

Health and wellbeing: mental wellbeing	Subject area/s & time
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	PSCHE/ RE Implicit
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	Exercise, hygiene, eating and sleep PSHCE Y7 HT4 Respect PSHCE Y7 HT1 and RE implicit Loneliness PSHCE Y10 HT1
That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition and that managing those feelings can be helped by seeing them as normal.	PSHCE Y10 HT1
Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. <i>This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</i>	PSHCE Y10 HT1
How to critically evaluate which activities will contribute to their overall wellbeing.	PSHCE Implicit
Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	PSHCE Y10 HT1
That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others	PSHCE Y11 HT5
That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	PSHCE: Smoking Y8 HT3 Alcohol Y9 HT3 Drugs Y9 HT4 Illegal drugs Y10 HT3-4
Wellbeing online	Subject area/s & time
About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	PSHCE Y11 HT3
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image);	PSHCE:

How people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Body Image Y10 HT1 Self-harm & Eating disorders Y10 HT1 Sexting Y8 HT2 Grooming Y8 HT2
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	PSHCE Y11 HT3 Bullying RE Y10 HT4
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	PSHCE Y11 HT5
How advertising and information is targeted at them and how to be a discerning consumer of information online, 5a. understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	PSHCE: Scams Y11 HT3 Fake news Y9 HT5
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	PSHCE: Drug and knife sales and dark web Y11 HT3
The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	PSHCE: Self-harm Y10 HT1 Suicide Y11 HT3
Physical health & fitness	
The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	PSHCE Y7 HT4-5
Factual information about the prevalence and characteristics of more serious health conditions.	PSHCE: Smoking & cancers Y8 HT3 Alcohol Y9 HT3 Drugs Y10 HT3 Checking for cancer Y11 HT3
That physical activity can promote wellbeing and combat stress.	PSHCE Y7 HT1&4

The science relating to blood, organ and stem cell donation.	PSHCE Y11 HT3
Healthy eating	Subject area/s & time
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	PSHCE Teeth, eating, exercise Y7 HT4
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	PE HT1-4
The impacts of alcohol on diet and unhealthy weight gain.	PSHCE Y9 HT3
Drugs, tobacco & vaping	
The facts about which drugs are illegal, the risks of taking illegal drugs 1a. including the increased risk of potent synthetic drugs being added to illegal drugs, 1b. the risks of illicit vapes containing drugs 1c. illicit drugs and counterfeit medicines 1d. and the potential health harms, including the link to poor mental health.	PSHCE: Illicit drugs and vaping PSHCE Y10 HT3 Synthetic drugs PSHCE Y10 HT3 Health harms Y10 HT3 Science Smoking Y7 HT2
The law relating to the supply and possession of illegal substances.	PSHCE: Y9 HT4 Y10 HT3
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	PSHCE Y9 HT3 Science the affects of alcohol on liver, brain function and unborn babies Y10 HT4
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	PSHCE Y9 HT3
The dangers of the misuse of prescribed and over-the-counter medicines.	PSHCE Y10 HT3
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease) the benefits of quitting and how to access support to do so.	PSHCE Y8 HT3 Science Y10 HT2

The facts about vaping, including the harms posed to young people, the role that vapes can play in helping adult smokers to quit.	PSHCE Y8 HT3
Health protection and prevention, and understanding the healthcare system	Subject area/s & time
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection and about antibiotics.	PSHCE Y7 HT4 Science Y10 HT2
Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	PSHCE Y7 HT4
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	PSHCE: Y8 HT3 Y11 HT3
The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	PSHCE: Y9 HT5 Y11 HT3 Science Y10 HT4
The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom and how a lack of sleep can affect weight, mood and ability to learn.	PSHCE Y7 HT5
The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	Science Y7 HT4 Y10 HT2
How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves.	PSHCE Y8 HT3

Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	
Personal safety	Subject area/s & time
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code) and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	PSHCE Y7 HT3
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety including peer influence online and on social media.	PSHCE: Y7 HT2 Y8 HT2
How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	PSHCE Y7 HT1
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	PSHCE: Y10 HT4 Y11 HT4
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	PSHCE Y10 HT4
Basic first aid	Subject area/s & time
Basic treatment for common injuries and ailments.	PSHCE Y8 HT3
Life-saving skills, including how to administer CPR.	PSHCE Y8 HT3 Y11 <i>Restart a Heart</i>
The purpose of defibrillators, when one might be needed and who can use them.	PSHCE Y8 HT3
Developing bodies	
The main changes which take place in males and females, and the implications for emotional and physical health.	PSHCE Y7 HT3
The facts about puberty, the changing adolescent body, including brain development.	PSHCE Y7 HT3 Sci Y7 HT4

About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	PSHCE Y7 HT3 Sci: Y7 HT4 Y10 HT5
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Sci: H10 HT5 Y11 HT1

Appendix 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	



CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **‘School(s)’** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.²

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on “political impartiality in schools” which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents and carers.

² For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name of Speaker		
Question	Answer	Actions needed/Comment
Will the Speaker be supervised at all times during their visit? If not, why not?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Has the Speaker understood and confirmed that their communications in the school will: • Be respectful towards Catholic teachings • Not be prejudicial or detrimental to the Catholic character of the school • Not engage pupils in political activity and • Not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable) • Be delivered in accordance with the requirements set out in the DfE's guidance on	YES ☐ NO ☐ FURTHER COMMENT ☐	

political impartiality in schools (if appropriate)		
Have you reviewed the resources/materials that will be used by the Speaker?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Have school policies and procedures applicable to the speaker been explained to	YES ☐ NO ☐	

and understood by the Speaker?	FURTHER COMMENT ☐	
Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	YES ☐ NO ☐ FURTHER COMMENT ☐	
Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	YES ☐ NO ☐ FURTHER COMMENT ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____
 Position _____
 Dated _____

Approved for booking
 Senior Staff member Name _____
 Position _____
 Dated _____