Outcomes First Group

Relationships, Sex and Health Education (RSHE) Policy

Acorn Park school

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2026) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:
➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Spiritual, Moral, Social, and Cultural (SMSC) policy
➢ Equal opportunities Policy
➢ Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Acorn Park approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Acorn Park and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

This approach is underpinned by our commitment to **trauma-informed and neurodiversity-affirming practice**. We recognise that behaviour and wellbeing are shaped by individual experiences, including

trauma and neurodivergence. Through our **Ask, Accept, Develop (AAD)** approach, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

RSHE provision at Acorn Park strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Acorn Park

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by Bethany Moore the PSHE lead.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess

the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 Definitions

- RSHE involves a combination of sharing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- At Acorn Park we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.
- Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.

5.0 Delivery of RSHE

RSHE is delivered through a planned programme of weekly timetabled lessons, typically consisting of one discrete session of approximately 40–45 minutes per week for each class. These sessions are delivered by trained staff who know the pupils well, such as class teachers, form tutors or the dedicated PSHE/RSHE lead, ensuring a safe, consistent and supportive learning environment.

Roles and responsibilities

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The PSHE lead has responsibility for:
· Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
· Overseeing all required content is coherently planned and consistently taught across year groups.
· Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
·Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE
- Monitoring progress and understanding
- Responding to the needs of individual students

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

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSHE and health education are taught as part of the PSHE curriculum at Acorn Park**.** The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including Jigsaw education, PSHE Association, Creative Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.
Pupils' learning will be assessed Half termly to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills.

Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSHE curriculum, see Appendices 1 and 2.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Acorn park through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Emma Willis and Adam Masterson, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Acorn park will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive

response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

Appendix one
Curriculum coverage PSHE, RSHE and health education

EYFS	Autumn 1 Celebrating difference	Autumn 2 Relationships	Spring 1 Being me	Spring 2 Changing me	Summer 1 Healthy me	Summer 2 Dreams and goals
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs
Statutory links	**Respectful relationships**, **Anti-bullying**, **Respect for others**, **Valuing diversity and inclusion**	**Families and people who care for me**, **Caring friendships**, **Respectful relationships**, **Online relationships**, **Bullying**	**Mental wellbeing**, **Respectful relationships**, **Citizenship and responsibilities**, **Belonging and community**	**Health Education**, **Mental wellbeing**, **Changing adolescent body**, **Personal safety and emotional wellbeing**	**Physical health and fitness**, **Healthy eating**, **Personal hygiene**, **Sleep**, **Keeping safe**, **Health prevention**	**Mental wellbeing**, **Resilience**, **Goal setting**, **Careers and aspirations**, **Economic wellbeing** (non-statutory but expected within PSHE)

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Keeping myself, healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success
Statutory links	Respect for self and others; Understanding body changes	Families and people who care for me; Caring friendships;	Families and people who care for me; Caring friendships;	Respectful relationships; Caring friendships; Bullying and how to	Being safe; Identifying trusted adults and sources of help.	Working cooperatively with others; Respectful

	within relationships and growing up.	Respectful relationships; Online relationships; Being safe; Consent and personal boundaries.	Respectful relationships; Being part of a community; Roles and responsibilities.	seek help; Respect for others and diversity.		relationships; Positive peer interactions.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success
Statutory links	contributes to the statutory content relating to health education and the changing adolescent body. Learning about life cycles in nature, growing from young to old, increasing independence and the differences between female and male bodies using correct terminology supports children's understanding of growth and development. Teaching about assertiveness and preparing for transition helps pupils manage change positively and develop confidence as they move through different stages of life and education.	addresses the statutory Relationships Education curriculum through learning about families, friendships and keeping safe in relationships. Pupils explore different types of families, physical contact boundaries, friendship and conflict, secrets, trust and appreciation, and how to express appreciation for important relationships. These experiences help children understand caring friendships, respectful relationships, personal boundaries and when and how to seek support from trusted adults.	supports the statutory requirements for mental wellbeing, respectful relationships and understanding responsibilities within communities. Through learning about hopes and fears for the year, rights and responsibilities, rewards and consequences, and creating a safe and fair learning environment, pupils develop self-awareness, recognise and manage feelings, understand the impact of choices and learn to value both their own contributions and those of others. This contributes to pupils' understanding of	links directly to statutory teaching on respectful relationships, equality and anti-bullying. By exploring assumptions and stereotypes about gender, understanding bullying behaviours and learning how to stand up for themselves and others, pupils develop respect for diversity and inclusion. Opportunities to make new friends, celebrate differences and maintain friendships encourage children to appreciate individuality and challenge discrimination and prejudice-based bullying.	supports statutory health education by helping pupils understand how to stay physically and mentally healthy and safe. Through learning about motivation, making healthier choices, healthy eating and nutrition, safety in the home and outdoors, and the safe use of medicines, children develop the knowledge and skills needed to make informed decisions about their health, wellbeing and personal safety.	contributes to statutory learning about mental wellbeing, resilience and personal development. By setting realistic goals, understanding the importance of staying healthy to achieve them, recognising strengths, persevering through challenges and working cooperatively with others, pupils develop confidence, self-motivation and teamwork skills. Celebrating shared success and contributing positively to group outcomes also supports the development of positive relationships and emotional wellbeing.

			belonging, participation and positive behaviour within school and wider society.			

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting
Statutory links	strand links closely to statutory Health Education within RSHE. It includes teaching about puberty, body changes, personal hygiene and transition between life stages. These areas are explicitly required within the Health Education curriculum, which states that pupils should learn about how their bodies change as they grow and how to manage these changes confidently and safely. This also supports pupils in preparing for transition to secondary school, helping them	strand is strongly aligned with statutory Relationships Education. This includes learning about families and people who care for us, developing positive friendships, managing conflict, and understanding respectful behaviour. It also includes safeguarding elements such as knowing how to stay safe in relationships, including online relationships, and where to seek help. These requirements are central to the DfE statutory guidance, which emphasises the importance of respectful, safe	strands also link to statutory Relationships Education, particularly in relation to building respectful relationships, understanding diversity, and recognising individual rights and responsibilities. These areas support pupils in developing self-awareness, a sense of belonging, and respect for others. Anti-bullying, valuing difference, and understanding protected characteristics are key expectations within the statutory guidance, alongside broader school responsibilities	strands also link to statutory Relationships Education, particularly in relation to building respectful relationships, understanding diversity, and recognising individual rights and responsibilities. These areas support pupils in developing self-awareness, a sense of belonging, and respect for others. Anti-bullying, valuing difference, and understanding protected characteristics are key expectations within the statutory guidance, alongside broader school responsibilities	strand links directly to statutory Health Education, which covers physical health, mental wellbeing, online safety, healthy lifestyles, and personal safety. This includes learning about exercise, diet, hygiene, drugs and alcohol awareness (age-appropriate), and how to stay safe in different environments. It also includes understanding how to seek help and maintain both physical and emotional wellbeing, which is a core expectation of the national curriculum guidance.	strand is largely non-statutory but is strongly supported by national PSHE guidance and school curriculum expectations around personal development, resilience and economic wellbeing. It aligns with broader aims within Health Education around mental wellbeing and with wider curriculum expectations for preparing pupils for life in modern Britain, including aspiration, goal setting, and understanding responsibilities. Guidance from the PSHE Association also supports this strand as part of a structured,

	understand and cope positively with change.	and healthy relationships throughout primary education.	to promote equality and inclusion.	to promote equality and inclusion.		progressive PSHE curriculum covering health and wellbeing, relationships, and living in the wider world.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Jealousy Love and loss Memories of loved ones Going and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitude
Statutory links	unit links directly to statutory Health Education and Relationships Education, particularly in relation to puberty, coping with physical and emotional change, and preparing for transition.	firmly rooted in statutory requirements to teach about friendships, communication, respectful relationships, and emotional wellbeing, including how to build and maintain positive relationships and recognise unhealthy dynamics.	supports statutory expectations around developing pupils' understanding of their role within different communities, including school citizenship, rights and responsibilities, and participation in democratic processes such as school councils.	links closely to the statutory requirement to promote respectful relationships and to support schools in tackling bullying, prejudice, and discrimination, as well as reflecting the principles of the Equality Act.	s strongly aligned with Health Education requirements, covering physical health, mental wellbeing, and personal safety, including key content around drugs, alcohol, tobacco and vaping, as well as strategies for managing peer influence and making safe choices..	connects to statutory mental wellbeing content, particularly resilience, managing setbacks, goal setting, and supporting children to develop positive attitudes towards challenges and change.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online. Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get their Goals in different cultures Supporting others (charity) Motivation
Statutory links	Relationships Education, Health Education, Citizenship and Keeping Children Safe in Education (KCSIE), including diversity, cultural differences, mutual respect, racism, discrimination, bullying, harmful behaviour, stereotypes, respectful relationships, financial wellbeing and understanding different cultures and beliefs.	Relationships Education, Health Education, Online Safety, Citizenship and Keeping Children Safe in Education (KCSIE), including self-worth, self-esteem, online safety, digital responsibility, online risks, grooming, healthy screen use, rights and responsibilities, safer online communities and knowing how to seek help.	Citizenship, Relationships Education, Health Education and British Values, including democracy, participation, rights and responsibilities, individual and group behaviour, consequences, decision-making, having a voice, active citizenship and preparing for life in modern Britain.	Relationships, Sex and Health Education (RSHE), Health Education and Keeping Children Safe in Education (KCSIE), including body image, media influence, puberty, physical and emotional changes, conception and IVF, growing independence and responsibility, coping with change, healthy relationships and preparing for transition.	Health Education, Relationships Education, RSHE and Keeping Children Safe in Education (KCSIE), including smoking, vaping, alcohol, risk-taking and anti-social behaviour, emergency first aid, body image, healthy relationships with food, healthy lifestyle choices, motivation, decision-making and positive behaviour.	Health Education, Relationships Education, RSHE and Keeping Children Safe in Education (KCSIE), including smoking, vaping, alcohol, risk-taking and anti-social behaviour, emergency first aid, body image, healthy relationships with food, healthy lifestyle choices, motivation, decision-making and positive behaviour.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Perceptions of normality Understanding disability Power struggles Understanding bullying	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices,	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world

	Inclusion/exclusion Differences as conflict, difference as celebration Empathy	control Assertiveness Technology safety Take responsibility with technology use	consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	consent Boyfriends/girlfriends Sexting Transition	Emotional and mental health Managing stress	Motivation Recognising achievements Compliments
Statutory links	Health Education, Citizenship, Careers Education, Financial Education and British Values, including future aspirations, money management, spending and saving, careers and employability, goal setting, motivation, cultural differences, community participation, charitable giving and supporting others.	Health Education, Relationships Education, RSHE and Keeping Children Safe in Education (KCSIE), including mental health and wellbeing, identifying worries and accessing support, managing feelings, loss and relationships, power and control, assertiveness, online safety, responsible technology use and safeguarding.	Citizenship, Relationships Education, Health Education and British Values, including goal setting, global citizenship, children's rights, inclusion and belonging, choices and consequences, group dynamics, democracy, having a voice, participation, anti-social behaviour, positive role-modelling and responsible citizenship.	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education and Keeping Children Safe in Education (KCSIE), including self-image, body image, puberty, emotional changes, conception and birth, physical attraction, healthy relationships, respect and consent, boyfriends/girlfriends, sexting and online safety, managing change and preparing for transition.	Health Education, Relationships Education, Citizenship and Keeping Children Safe in Education (KCSIE), including personal responsibility, substance misuse and its effects on the body, exploitation, county lines and gang culture, emotional and mental health, managing stress, risk-taking, decision-making, personal safety and knowing how to seek help.	Health Education, Citizenship, Careers Education and British Values, including personal learning goals, success criteria, motivation, emotional wellbeing, recognising achievements, giving and receiving compliments, positive self-esteem, personal development, making a difference in the community and contributing positively to the wider world.

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods	Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines
Statutory links	Citizenship, Relationships Education, Health Education,	Relationships Education, Health Education, RSHE and Keeping	Relationships Education, Health Education, Citizenship, Online	Relationships, Sex and Health Education (RSHE), Health	Health Education, Relationships Education, Citizenship and	Health Education, Citizenship, Careers Education and Keeping

	British Values, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE), including prejudice and discrimination, equality and human rights, inclusion and respect, bystander behaviour, assertiveness, positive and negative influences, challenging harmful attitudes and behaviours, stereotypes, bullying, exclusion and promoting positive relationships.	Children Safe in Education (KCSIE), including changing relationships, consent, healthy and unhealthy relationships, friendship and conflict, social media and reality, authenticity online, personal space, boundaries, respect, communication and maintaining safe and positive relationships.	Safety and Keeping Children Safe in Education (KCSIE), including identity and individuality, differences and conflict, influences and peer pressure, belonging and group dynamics, gateway emotions, child-on-child abuse, online safety, sexting, consequences, online legislation, digital identity, online gaming, financial risks and knowing how to seek help.	Education, Relationships Education, Citizenship and Keeping Children Safe in Education (KCSIE), including puberty and reproductive health, menstruation, reproduction, responsibilities of parenthood, IVF, committed relationships and different family structures, children's rights, media influence and self-esteem, self-image, FGM, hormones, emotional wellbeing and managing changes in mood.	Keeping Children Safe in Education (KCSIE), including nutrition and exercise, physical activity and mental health, stress and anxiety, nicotine, caffeine and vaping, healthy eating, sleep, positive health choices, physical illness and medicines, personal hygiene, self-care and contributing positively to the community.	Children Safe in Education (KCSIE), including defining success, aspirations and goal setting, skills for the future, coping with failure and setbacks, resilience and coping strategies, teamwork, communication, health and wellbeing, gang culture, knife crime, county lines, exploitation, risk-taking and personal safety.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and online identity	Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online
Statutory links	Citizenship, Relationships Education, Health Education, British Values, the Equality Act 2010 and Keeping Children Safe in Education	Relationships Education, Health Education, Citizenship, Online Safety, British Values and Keeping Children Safe in Education (KCSIE), including AI	Relationships Education, Health Education, Citizenship, British Values, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE), including	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education and Keeping Children Safe in Education (KCSIE),	Health Education, Relationships Education, RSHE and Keeping Children Safe in Education (KCSIE), including physical and mental health, cardiovascular	Health Education, Citizenship, Financial Education, Online Safety and Keeping Children Safe in Education (KCSIE), including goal setting, resilience

	(KCSIE), including prejudice and persecution, LGBT bullying, equality and discrimination, social justice, hate crime, multiculturalism, religious tolerance, freedom of belief and expression, standing up for others, inclusion, respect and celebrating differences.	and media influence, positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media safety, neurodiversity including autism and ADHD, inclusion, equality, respect and personal safety.	self-identity, family and identity, positive and online influences, managing expectations, active listening, personal beliefs and judgements, first impressions, positive self-talk, marriage and civil partnerships, the law, beliefs and religions, protected characteristics, online identity and responsible digital citizenship.	including close and intimate relationships, healthy and unhealthy relationship behaviours, attraction, love and sexuality, harassment, pornography and the law, unwanted messages, consent, personal boundaries, alcohol, risky behaviour, legal responsibilities and personal safety.	health, diabetes, legal and illegal substances, risk-taking, dental health, skin protection, protecting physical health, vaccinations, peer pressure, vaping, healthy choices and personal responsibility.	and perseverance, financial wellbeing, income and poverty, budgeting, expenditure, debt, responsible money management, online scams, sextortion, online safety, risk-taking, personal responsibility and knowing how to seek help.
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, non-consensual behaviours, changemakers	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self - esteem and self-identity, influences, managing risk online and online, social media, abuse and coercive control	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny
Statutory links	Citizenship, Relationships Education, Health Education, British Values, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE), including positive language, prejudice, LGBT+ discrimination, banter and	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education, Citizenship and Keeping Children Safe in Education (KCSIE), including equity and equality, healthy and unhealthy relationships, power	Relationships Education, Health Education, Citizenship, Online Safety and Keeping Children Safe in Education (KCSIE), including group dynamics, peer approval and influence, intimate relationships, consent and personal safety, sexual	Health Education, Relationships Education, Citizenship, Online Safety and Keeping Children Safe in Education (KCSIE), including managing change and emotions, mental health and wellbeing, sleep and healthy routines, self-expression, body	Health Education, Relationships Education, Citizenship and Keeping Children Safe in Education (KCSIE), including the teenage brain, risk-taking and personal safety, drugs and alcohol and their physical and psychological effects,	Health Education, Relationships Education, Citizenship, Online Safety, British Values and Keeping Children Safe in Education (KCSIE), including SMART planning and goal setting, changing appearances, cosmetic surgery and weight-

	bullying, equality and inclusion, cyberbullying and harassment, bias, discrimination and victimisation, non-consensual behaviours, respectful relationships, challenging harmful attitudes and behaviours, and the role of changemakers in promoting positive social change.	dynamics, pornography and the law, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, personal boundaries, decision-making and Gillick competence.	exploitation, grooming, radicalisation, county lines, self-esteem and self-identity, managing influences and risk, online safety and social media, abuse, coercive control and knowing how to seek help.	image, positive masculinity, online influences, misogyny, incel culture, healthy and unhealthy online communities, addiction, digital wellbeing and recognising when to seek support.	belonging, loneliness and inclusion, emergency situations, CPR and cardiac arrest, mental health first aid and accessing support, drugs and the law, classification, supply and possession legislation, nutrition, stress, sleep and positive health choices.	loss products, mental health and stigma, social media, self-esteem, deepfakes and AI, harmful and illegal online content, misogyny, online influence, digital wellbeing, critical thinking, personal safety and knowing how to seek support.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality, equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit
Statutory links	Citizenship, Relationships Education, Health Education,	Relationships, Sex and Health Education (RSHE), Relationships	Citizenship, Health Education, Relationships Education, Online	Health Education, Relationships Education, RSHE, Citizenship,	Health Education, Relationships Education, RSHE and Keeping	Health Education, Relationships Education, Citizenship, Online

	British Values, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE), including human rights and responsibilities, the European Convention on Human Rights, the European Court of Human Rights, the Human Rights Act 1998, multicultural societies, equality and successful communities, hidden disabilities, workplace discrimination, inequality and campaigning for equality, equality in relationships, power and empowerment, changing and ending relationships, UK healthcare and accessing a GP.	Education, Health Education, Citizenship and Keeping Children Safe in Education (KCSIE), including long-term relationships and legal status, attraction, healthy relationships with yourself and others, reasons relationships end, unsafe and unhealthy relationships, staying safe and accessing support, marriage and cohabitation law, the impact of relationships on children, media and pornography, stalking and harassment, coercion and abuse, free choice and pressure, sexual exploitation, sex trafficking and modern slavery.	Safety, British Values and Keeping Children Safe in Education (KCSIE), including human rights and societal freedoms, personal safety in the UK and beyond, grief, loss and bereavement, social media and the law, algorithms and use of online data, GDPR and data protection, the dark web, managing online content and screen time, disturbing online content including suicide, self-harm and violence, image sharing and enhancement, risks of sharing personal data, AI chatbots, online scams, digital responsibility and knowing how to seek help.	Online Safety and Keeping Children Safe in Education (KCSIE), including societal change and its impact on young people, the role of media in shaping society, managing change, gaining independence, personal safety, cycling, railway and water safety, transport safety, alcohol and drink spiking, gender stereotypes in romantic relationships, virginity testing and hymenoplasty, physical and emotional changes, family change, resilience, independence and accessing appropriate sources of support.	Children Safe in Education (KCSIE), including healthy habits, cancer awareness including skin, testicular and breast cancer, common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs including transmission, symptoms and treatment, HIV/AIDS, safer sex, barrier and hormonal contraception, cancer, diabetes, cardiovascular disease, prevention, risk reduction and accessing appropriate health support.	Safety, Careers Education and Keeping Children Safe in Education (KCSIE), including resilience, nurturing important relationships, achieving goals, physical and mental health, self-care, body systems and vital organs, blood, organ and stem cell donation and informed choice, balanced lifestyles, real-life and online behaviours, social media use, digital footprints and the impact of online behaviour on future employment, coping strategies and developing a personal resilience toolkit.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSHE education	**CM (Changing Me)** *Coping positively with change.* Understanding change and developing strategies to manage it confidently.	**RL (Relationships)** *Building positive, healthy relationships.* Developing friendships, communication skills and respect for others.	**BM (Being Me in My World)** *Who am I and how do I fit?* Developing self-awareness, confidence, belonging and understanding our role within different communities.	**CD (Celebrating Difference)** *Respect for similarity and difference, anti-bullying and being unique.* Learning to value diversity, respect others and celebrate what makes us unique.	**HM (Healthy Me)** *Being and keeping safe and healthy.* Making healthy choices and understanding how to stay safe and well.	**DG (Dreams and Goals)** *Aspirations, achieving goals and understanding emotions.* Setting goals, overcoming challenges and celebrating success.
Content	, learners will participate in a series of sessions designed to promote personal development, wellbeing, and safety. The programme will begin with an exploration of bullying, including recognising different forms of bullying, understanding its impact, and identifying	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships,	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid,	The participant provided informed consent to participate in a revisit session designed to reinforce previous learning and provide additional support and information. During the session, discussions revisited topics including menstrual cycles and puberty, focusing on physical, emotional, and hormonal	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/ health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy	Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of

	appropriate support strategies. Learners will then focus on exam preparation, developing effective revision techniques, time management skills, and strategies for managing stress and maintaining wellbeing during assessment periods. Sessions on personal safety will cover recognising risk, establishing healthy boundaries, and identifying trusted sources of support. Digital safety and literacy will equip learners with the knowledge and skills to navigate online environments safely, understand digital footprints, recognise misinformation, and use technology responsibly. The programme will conclude with a focus on developing a positive mindset, encouraging resilience, self-confidence, emotional wellbeing, and a growth mindset to support learners in overcoming challenges and achieving their goals.	domestic abuse and getting help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	the law on internet use, legal age limits and pornography, social media concerns, sexting	changes and menstrual health; contraception and sexually transmitted infections (STIs), covering methods of contraception, prevention strategies, and awareness of STIs; healthy pregnancy, including the importance of nutrition, antenatal care, and healthy lifestyle choices; and practical infant care through the use of a baby simulator doll to promote understanding of the responsibilities associated with caring for a newborn. The participant was given the opportunity to ask questions and actively engage throughout the session.	choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	technology and how it can help us to reach our future goals
Statutory links	Health Education, Relationships Education, Citizenship, Online Safety, British Values and Keeping Children Safe in Education (KCSIE), including recognising and responding to bullying, its impact and sources of support, exam preparation, revision and time	Relationships, Sex and Health Education (RSHE), Relationships Education, Health Education, Citizenship, British Values, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE), including stages of relationships, media influences and perceptions of sex and relationships, LGBT+	Relationships, Sex and Health Education (RSHE), Health Education, Citizenship, Online Safety, British Values and Keeping Children Safe in Education (KCSIE), including becoming an adult, age limits and the law, relationships and consent, coercive control and domestic abuse, honour-based	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education and Keeping Children Safe in Education (KCSIE), including puberty and menstrual cycles, physical, emotional and hormonal changes, menstrual health, contraception, STI prevention and awareness,	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education, Citizenship and Keeping Children Safe in Education (KCSIE), including self-worth and identity, healthy relationships, consent and power imbalances, readiness for sexual activity, coercion,	Health Education, Relationships Education, Citizenship, Careers Education, Financial Education, Online Safety and Keeping Children Safe in Education (KCSIE), including sleep and anxiety, solutions-focused thinking, money and employment, budgeting, tax, debt and credit cards, gambling

	management, managing stress and assessment-related wellbeing, personal safety, healthy boundaries, trusted adults, digital safety and literacy, digital footprints, misinformation, responsible technology use, resilience, self-confidence, emotional wellbeing, positive mindset, growth mindset and achieving personal goals.	terminology, gender identity and expression, sexuality, LGBT+ rights and inclusion, the Equality Act 2010, coming out and sources of support, unbalanced relationships, domestic abuse, consent and personal choice, FGM, breast ironing/flattening, challenging harmful social norms and cultural practices, power dynamics, healthy relationships and personal safety.	violence, arranged and forced marriage, county lines and drug possession, gambling risks, AI and algorithms, emergency situations and first aid, internet law and legal age limits, pornography, social media risks, sexting, online safety, exploitation, personal responsibility and knowing how to seek help.	healthy pregnancy, nutrition and antenatal care, healthy lifestyle choices, infant care, responsibilities of parenthood, informed consent, asking questions and accessing appropriate health support.	contraception and emergency contraception, sexual health, STIs, reproductive health and fertility, PCOS, endometriosis, PMS and heavy periods, pregnancy choices including adoption and abortion, parenthood and caring for a baby, pregnancy support, pregnancy loss and miscarriage, personal decision-making and accessing appropriate support.	and financial risk, future jobs and employment opportunities, long-term family goals, marriage and civil partnership, parenting, resilience, technology and digital skills, future planning, goal setting and using technology to support personal and career development.

Sixth form	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entry level 2 Content	Learners will be studying a range of topics designed to support their personal development and wellbeing, including peer pressure, body image, and overall wellbeing. They will also explore the importance of maintaining a healthy body and developing a healthy mind, equipping them with the knowledge and skills to make informed decisions and support their physical, emotional, and mental health.	Students will explore the concept of responsibilities within relationships and consider the role they play in maintaining healthy and respectful interactions with others. They will examine how personal values can influence relationships and shape behaviours, attitudes, and decision-making within them. Students will also consider the meaning of the term *relationships* and explore both the positive aspects and the challenges that can arise in different types of relationships.	Students will explore different styles of communication, including passive, aggressive, and assertive communication, and examine how these approaches can influence interactions and relationships with others. They will consider the impact that behaviour and communication choices can have on the quality and effectiveness of relationships. In addition, students will develop their understanding of internet safety and the importance of maintaining a positive digital footprint, recognising how online actions can have lasting personal and social implications.	Students will develop their understanding of sexually transmitted infections (STIs), including methods of prevention and the importance of early identification and treatment. They will explore the principles of safe sex and examine relevant statistics to increase awareness of sexual health issues and promote informed decision-making. In addition, students will consider the importance of personal care and hygiene in supporting overall health, wellbeing, and healthy lifestyle choices.	Students will develop their understanding of the different methods of contraception, including how they work and their effectiveness in preventing pregnancy and reducing the risk of sexually transmitted infections. They will examine relevant statistics and compare the advantages and disadvantages of various forms of contraception to support informed decision-making. Students will also explore how personal values, beliefs, and attitudes can influence choices relating to contraception and safer sex practices.	Students will explore the thoughts and feelings that may arise when faced with relationship dilemmas and consider strategies for making informed and respectful decisions in challenging situations. They will develop their understanding of pregnancy, including the responsibilities and implications associated with it, and examine issues relating to sexual identity in a supportive and inclusive context. Through these topics, students will be encouraged to reflect on their values, attitudes, and behaviours while developing empathy and respect for the experiences and perspectives of others.

Entry level 3 Content	Students will develop their understanding of a range of community services and local facilities, including banks, job centres, town halls, Citizens Advice services, supermarkets, mobile phone stores, bus and train stations, car showrooms, and parks and leisure centres. They will also explore key aspects of financial literacy and independent living, including wages, taxes, pensions, credit, debt, bank accounts, and the importance of identification documents. Through these topics, students will gain the knowledge and practical skills needed to navigate everyday life and make informed financial and personal decisions.	Students will develop their understanding of the financial responsibilities associated with independent living, including household bills, rent, and mortgages. They will explore the costs involved in managing a home and consider the importance of budgeting, financial planning, and making informed decisions to support long-term financial stability.	Students will explore the impact of the cost of living on everyday life and develop an understanding of how to manage personal finances effectively. They will consider the financial implications of shopping choices and mobile phone contracts and services, developing the skills needed to compare options, budget responsibly, and make informed consumer decisions.	Students will develop their understanding of key transport and community services, including bus stations, train stations, and car showrooms. They will explore how these services support travel, accessibility, and independent living, while gaining practical knowledge to help them make informed decisions about transportation options and vehicle ownership.	Students will demonstrate positive social and communication skills and works effectively with others in both group and individual learning environments. They will show enthusiasm for developing new knowledge and skills, participate actively in learning opportunities, and have a keen interest in personal and academic growth. Their hobbies and interests support creativity, wellbeing, and continuous learning, contributing to their overall development and future aspirations.	Students will explore the considerations involved in starting a family, including the responsibilities and commitments associated with parenthood. They will develop an understanding of childcare and the practical, emotional, and financial aspects of caring for children, enabling them to make informed decisions about family life and future planning.
Statutory links	citizenship, Careers Education, Financial Education, Health Education, British Values and Keeping Children Safe in Education (KCSIE), including community services and local facilities, accessing banks, job centres, town halls and Citizens Advice, public transport and community resources, wages and employment, tax, pensions, credit and debt, bank accounts, identification documents, financial literacy, independent living, informed	Financial Education, Citizenship, Careers Education, Health Education and Keeping Children Safe in Education (KCSIE), including financial responsibilities, independent living, household bills, rent and mortgages, managing household costs, budgeting, financial planning, informed decision-making, financial wellbeing, responsible money management and preparing for long-term financial stability.	Financial Education, Citizenship, Careers Education, Health Education and Keeping Children Safe in Education (KCSIE), including the cost of living, managing personal finances, shopping choices, mobile phone contracts and services, comparing options, budgeting, consumer rights and responsibilities, avoiding financial risks, informed decision-making and responsible money management.	Citizenship, Careers Education, Health Education and Keeping Children Safe in Education (KCSIE), including transport and community services, bus and train stations, accessibility, independent travel, personal safety, public transport, journey planning, informed decision-making, vehicle ownership and the responsibilities associated with using transport safely and independently	Health Education, Relationships Education, Citizenship, Careers Education and British Values, including positive communication and social skills, teamwork and collaboration, active participation, developing knowledge and skills, personal and academic growth, hobbies and interests, creativity, wellbeing, confidence, lifelong learning, aspirations and preparation for future education, employment and life.	Relationships, Sex and Health Education (RSHE), Health Education, Relationships Education, Citizenship, Careers Education and Financial Education, including starting a family, responsibilities and commitments of parenthood, childcare, practical and emotional needs of children, financial responsibilities, family life, healthy relationships, decision-making, future planning and preparing for adult life.

	decision-making and navigating everyday life safely and confidently.					

Appendix two
Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. 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.
5. 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. %
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. 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

1. 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.
2. 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.
3. 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.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. 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 partnerships, 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.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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 unsure who to trust.

Respectful relationships

1. 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.
2. 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.
3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.[1]

7. 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.
8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. 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.
11. 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 accidently as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information is generated, collected, shared and used online.
13. 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).
14. 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.
15. 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

[1]HYPERLINK "https://www.iwf.org.uk/our-technology/report-remove/" \h

6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. 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.
14. 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.
15. 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
16. 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

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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
5. That some sexual behaviours can be harmful.
6. 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.
7. 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.
8. How the different sexually transmitted infections (STIs), including HIV/AIDs, 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.

10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.



Outcomes
First Group