



# **Relationship and Sex Education (RSE) Policy & Personal, Social, Health and Economic (PSHE) Policy**

Updated 2026

<b>Reviewed by:</b>	Academy Committee
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## 1. Aims

The aim of Personal, Social, Health and Economic (PSHE) education in our school are to help students:

- Gain the knowledge and skills necessary to make safe and informed decisions.
- Understand how to stay healthy and active.
- Positively contribute to school life and life in the wider community.
- Develop an understanding of democracy and how to voice their views.

Within PSHE, the aim of Relationships and Sex Education (RSE) at Danebury are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the relevant facts, laws, risks, protections and sources of support they may need.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Promote equality, respect and responsibility in line with The Danebury Way school values: Kindness, Resilience, Empowerment and Excellence.
- Support students to build resilience, manage risk, and make informed decisions for their wellbeing, relationships and future.
- Provide an inclusive curriculum that reflects students' diverse needs, backgrounds and beliefs, and prepares them for life in modern Britain.

## 2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to deliver as part of the curriculum.

As a maintained secondary school, we must teach Relationships and Sex Education (RSE) under section 34 of the [Children and Social Work Act 2017](#), and must follow the [statutory guidance](#) issued by the Department for Education. In delivering RSE within PSHE, we must also have regard to the legal framework outlined in:

- Section 403 of the [Education Act 1996](#)., which sets expectations for Relationships & Sex Education provision
- Sections 404 to 407 of the Education Act 1996, which cover parental rights and curriculum content

- [Equality Act 2010](#), particularly: o Part 6, Chapter 1, which relates to education o Section 149, which sets out the Public Sector Equality Duty (PSED), which requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

These statutory duties ensure that our PSHE & RSE provision is inclusive, balanced, and responsive to the needs of all students.

### **3. Policy Development**

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

- 1. Review** – PSHE Curriculum Lead and Assistant Headteacher (Teaching & Learning) gathered all relevant information including relevant national and local guidance.
- 2. Staff consultation** – All school staff were given the opportunity to look at the policy and make recommendations
- 3. Parent/stakeholder consultation** – parents and carers were invited to read the draft documentation and share feedback.
- 4. Student consultation** – we investigated what exactly students want from their RSE.
- 5. Ratification** – once amendments made, the policy is shared with governors and ratified.

### **4. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity. At Danebury School, we place particular emphasis on helping students to recognise respectful relationships, the importance of consent, and how online and offline behaviours impact wellbeing.

Our PSHE teaching is tailored to the needs of our community, supports safeguarding, and equips students to navigate modern challenges while living out the school's values of Kindness, Resilience, Empowerment and Excellence.

## **5. Curriculum Content & Delivery**

Our PSHE and RSE is embedded across the curriculum and delivered through our tutor program, one a fortnight lessons and guest speaker and assemblies.

We may adapt the curriculum when necessary to reflect local issues, national priorities, or the specific needs of our students identified from our Behaviour and Safeguarding data or from student voice.

### **5.1 Core RSE Content:**

Students are taught how to develop safe, healthy and respectful relationships, understanding that ethical behaviour goes beyond consent and involves kindness, care and awareness of others' needs and vulnerabilities.

#### **This includes:**

- Families and parenting
- Respectful friendships and peer relationships
- Consent and the law
- Recognising abuse, harassment and exploitation
- Intimate and sexual relationships, including contraception, pregnancy, STIs and parenting
- Online risks, including pornography, sexting, AI-generated sexual imagery, deepfakes and sextortion

### **5.2 Assessment and Safeguarding Links:**

We assess PSHE/RSE learning through baseline assessments, formative check-ins, and end point reflection tasks to identify knowledge retained and misconceptions.

Staff monitor understanding and adapt teaching as needed.

CPOMS records and regular meetings with the DSL help identify safeguarding themes to address through lessons.

### 5.3 Legal Context:

By the end of secondary school, students will understand the law in relation to:

- Marriage and civil partnerships, including forced marriage
- Consent and the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, virginity testing and hymenoplasty
- Sexual harassment, harmful sexual behaviour and exploitation
- Online behaviours, including image sharing (youth-produced sexual imagery, AI-generated sexual imagery, deepfakes, grooming and sextortion)
- Pornography and its impact
- Abortion
- The Protected Characteristics under

### 5.4 Personal Development Timetable Lessons:

Students in each year will have compulsory PD lessons on their school timetable right the way through from Year 7 up to Year 11. These lessons are taught by our Danebury Staff. Topics are age appropriate and sequenced to include the three core themes taken from the [PSHE Association Program of Study](#):

**R** – Relationships

**L** - Living in the Wider World

**H** – Health & Wellbeing

These are mapped out on our PD program curriculum map which can be seen in Appendix 1.

## 5.5 Tutor Programme– “Knowledge Wednesdays and Application Thursdays”

Each term, our tutor groups will have a **theme of focus**. This can be found in Appendix 2:

- Growing up / Relationships
- Community & Culture (citizenship)
- Wellbeing / Risks awareness
- Careers & Guidance
- Online / Digital World
- Relationships
- Equality
- Fundamental British Values

These structured sessions ensure every student receives consistent wellbeing support and opportunities for personal growth. To ensure the delivery is effective, we have split the lessons into Part A (Knowledge) whereby staff focus their lessons around providing students with the knowledge they need through discussions and key information. Then on Thursday, the students then complete Part B (Application) where they complete tasks that demonstrate they can apply what they have learned to check their understanding.

## 5.6 Assemblies and Guest Speakers:

We deliver regular assemblies and invite external speakers to enrich students’ understanding of key topics such as:

- Mental health awareness
- Online safety
- Careers and aspirations
- Cultural awareness and equality
- Safeguarding themes
- Anti-bullying and respectful relationships

## 5.7 LORIC Enrichment Programme:

At our school, we're proud to offer LORIC enrichment, a nationally accredited programme designed to help students develop essential life skills that extend far beyond the classroom. LORIC stands for Leadership, Organisation, Resilience, Initiative, and Communication—five core attributes young people need to thrive in education, employment, and everyday life.

All students take part in this LORIC programme on a termly rotation. We invite external visitors to join us for this which provides students with broader activities from people with different expertise and backgrounds in addition to our staff.

Because the LORIC programme is nationally accredited, the skills students gain are officially recognised, giving them a powerful way to demonstrate their character, independence, and readiness for future opportunities. Whether they're applying for college, apprenticeships, or later in their careers, this accreditation provides a meaningful way to stand out.

- L – Leadership
- O – Organisation
- R – Resilience
- I – Initiative
- C – Communication

See Appendix 3 for examples of project we have during the 2025-2026 academic year.

## 5.8 Trips and Experiences:

Students are offered a range of enrichment experiences including:

- **Local trips** linked to curriculum, culture, and community
- **National excursions**, such as university visits or field trips
- **International trips**, giving students the opportunity to broaden their cultural understanding and develop independence

These activities support personal development, confidence, teamwork, and broaden horizons.

## 5.9 Pastoral Support:

- A strong pastoral team including form tutors, year leaders, SENCO, and safeguarding leads
- Wellbeing interventions, mentoring, and counselling
- Early help assessments and external agency involvement where needed

## **6. Inclusion and Equality**

The Personal Development & Wellbeing programme is based on the needs of students in the school with learning outcomes appropriate to their age, ability, and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, in addition to more focused learning through RSHE sessions. Students will be helped to appreciate difference and to respect themselves and others.

### **SEND provision:**

Lessons are adapted to meet the needs of students with special educational needs and disabilities through adaptive teaching strategies. This may include differentiated resources, simplified language, additional adult support, pre-teaching of key vocabulary, and opportunities to revisit and consolidate learning.

### **Family diversity:**

RSE is delivered in a way that reflects and respects the wide range of family structures in our community, including single-parent families, same-sex parents, adoptive families, foster families, kinship carers, and families headed by grandparents or extended relatives. Care is taken to ensure students feel their own family circumstances are valued and never stigmatised.

### **Equality and respect:**

Teaching is underpinned by the [Equality Act 2010](#) and the principle that all students are unique and equally valued, regardless of gender, gender identity, sexual orientation, race, religion, or disability.

## **7. Monitoring and Evaluation**

We assess PSHE/RSE learning through:

- “Do Now” starter activities recapping previous knowledge, check-ins and end point reflection tasks to identify knowledge retained and misconceptions in line with our Danebury T&L Cycle and “Danebury Way” ([found on our website here](#)).
- Staff monitor understanding and adapt teaching as needed.

- CPOMS records and regular meetings with the DSL help identify safeguarding themes to address through lessons Behaviour, attendance, and pastoral data.
- Student voice
- Curriculum reviews
- Outcomes of enrichment and LORIC activities
- Ofsted feedback

## **8. Responsiveness and Sensitivity:**

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner.

These areas of learning are taught within the context of family life. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances (for example, families may include single-parent families, same-sex parents, families headed by grandparents, adoptive families, foster families or kinship carers).

Teaching also reflects sensitively that some students may have different structures of support around them, such as looked-after children and young carers.

We will make sure that an agency (e.g. PSHE Association) and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

### **We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
- Comply with:
  - ▪ This policy
  - ▪ The Teachers' Standards
  - ▪ The Equality Act 2010
  - ▪ The Human Rights Act 1998
  - ▪ The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Be clear on:
  - What they are going to say to our students.
  - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

## **9. Roles and Responsibilities**

### **9.1 The Governing Board:**

The governing board will approve the PSHE & RSE policy and hold the Headteacher to account for its implementation.

### **9.2 The Headteacher:**

The Headteacher is responsible for making sure that PSHE & RSE is taught consistently across the school, for sharing PSHE & RSE resources and materials with parents and carers if requested, and for managing requests to withdraw students from non-statutory components of RSE.

### **9.3 Staff:**

Staff are responsible for:

- Delivering PSHE & RSE in a way that is sensitive, high-quality and appropriate for each year group. There we ensure that the staff who deliver these lessons are experienced teachers.
- Modelling positive attitudes to PSHE & RSE.
- Monitoring and checking for understanding using adaptive and agile teaching methods.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that students may make because of the subject content to the school's Designated Safeguarding Lead (DSL).

Staff have the right to good quality CPD and support with teaching PSHE & RSE. Staff who have concerns about teaching PSHE & RSE are encouraged to discuss this with the Headteacher.

## 9.4 Students:

Students are expected to engage fully in PSHE & RSE and, when discussing issues related to RSE to follow the Danebury Way, treating others with respect and sensitivity.

*Parents' right to withdraw Parents/carers have the right to request that their child be withdrawn from the **non-statutory elements** of sex education within the RSE curriculum only.* This right applies throughout secondary school until the child approaches their 16th birthday. Specifically, the right to withdraw must be made before the start of the school term that falls three full terms prior to the child turning 16. After this point, the decision to take part in sex education rests with the student themselves.

*Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of any withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.*

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, *the Headteacher can refuse a request to withdraw the student from sex education.*

Alternative schoolwork will be given to students who are withdrawn from sex education.

## 10. Training Staff

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar throughout the year. Optional staff training can also be provided for staff requests made to the Head of Personal Development & Wellbeing. If there is a specific request, the Head of PD and Wellbeing will provide training for this staff who feel they may need this additional support.

The school will also do their best to invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE & RSE.

# 11. Appendix:

## Appendix 1: PD Curriculum Map 2026:

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Concepts &amp; Assessment</b>	<b>Transition &amp; Safety</b>	<b>Developing Skills and Aspirations</b>	<b>Identity, Rights and Responsibilities</b>	<b>Health and Puberty</b>	<b>Relationships and Consent</b>	<b>Financial Decision Making</b>
<b>Key Knowledge</b> H – Health & Wellbeing R – Relationships L – Living in the wider world (PSHE Association)	What PSHE is and why it matters (R1, H1) Road safety in and around school (H30) Consequences of risky behaviour near roads (H30) Difference between bullying and banter (R12) Why gossip and rumours spread, and how to respond (R13)	A wide range of careers and challenging stereotypes (L10, L12) The importance of teamwork, communication and enterprise skills (L4, L5) How to set personal goals and reflect on aspirations (L2, L3) How democracy and Parliament work, including rights and responsibilities (L1–L4) What belonging means; the value of community and diversity; how to challenge prejudice (L6 L10) First aid (H33, H34)	Rights and responsibilities in school and society (L1, L2) What diversity means and why it matters (R2) Prejudice and stereotypes, and how they can be harmful (R14, R15) Dealing with bullying and supporting peers (R13) Respectful online behaviour and digital citizenship (R18) What allyship looks like in practice (R7)	Importance of healthy routines: sleep, diet, exercise, hygiene (H2, H4) Influences and risks of substances: caffeine, smoking, alcohol (H20, H21) Physical and emotional changes of puberty (H19) Personal safety and responding to unwanted contact (R29) Introduction to mental health and coping strategies (H6, H7)	What self-worth and self-efficacy mean in relationships (R25) Qualities of positive friendships (R6, R10) Introduction to consent and respecting boundaries (R27) Avoiding assumptions about others' feelings or intentions (R28) Freedom and capacity to give or withdraw consent (R28, R30) Media stereotypes and their impact on relationships (R14, R15)	Saving and spending wisely (L17) Budgeting and managing money (L18) Borrowing money and associated risks (L19) Consumer choices and ethical/unethical business practices (L20) Financial scams and how to stay safe (L21) Risk-taking behaviours linked to money (H3, L22) Review and reflection on learning (L23)
<b>Vocabulary</b>	Transition, routine, safety, toucan crossing, risk, bullying, banter, gossip, rumours, respect	Career, aspiration, teamwork, goal, resilience, democracy, Parliament, belonging, diversity, respect.	Identity, rights, responsibilities, diversity, prejudice, stereotype, discrimination, bullying, allyship, respect	Routine, hygiene, puberty, hormones, emotional changes, resilience, wellbeing, coping, substance, influence	Self-worth, self-efficacy, friendship, trust, consent, boundaries, assumptions, freedom, capacity, stereotype	Saving, spending, budgeting, borrowing, debt, consumer, ethical, unethical, scam, risk

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Concepts &amp; Assessment</b>	<b>Health and Risk</b>	<b>Community &amp; Careers</b>	<b>Identity &amp; Community</b>	<b>Mental Health &amp; Wellbeing</b>	<b>Relationship &amp; Consent</b>	<b>Digital Literacy &amp; Online Safety</b>
<b>Key Knowledge</b> H – Health & Wellbeing R – Relationships L – Living in the wider world (PSHE Association)	Reflection on Year 7 learning. Healthy routines and wellbeing (H1, H2) Road safety and the risks of distractions (H30) Understanding drugs: caffeine, legal substances, and illegal drugs (H23) Tobacco and nicotine: health risks and laws (H20) Vaping and smoking: impact on health and decision-making (H20, H21) Alcohol: effects and risks (H19, H21) Technology use, screen time, and wellbeing (H4, H6)	What equality of opportunity means in education and work (L10) Barriers to success, including stereotypes and discrimination (L10) Different education, training and career pathways (L7, L8) Types and patterns of work, including self-employment and flexible work (L11) How life choices can affect future opportunities (L7, L8) How democracy and Parliament work, including rights and responsibilities (L1–L4) What belonging means, the value of community and diversity. How to challenge prejudice (L6-L10)	Identity and belonging in Different communities (R2) Bias and stereotypes and their impact (R14, R15) Discrimination and the Equality Act's protected Characteristics (R8, R9) Values, constructive disagreement, and respecting different views (R19) Online influences: stereotypes and safer online behaviour (R18) Building diverse and supportive communities (R6, R7)	Attitudes to mental health and challenging stigma (H6, H7) Daily wellbeing habits: sleep, nutrition, exercise, balance (H2, H4) Healthy and unhealthy coping strategies (H15, H16) Body image and online pressures (H3, H5) Building resilience and using support networks (H8, H9)	Qualities of healthy relationships (R6, R10) Gender identity, gender expression, and sexual orientation (R4, R5) Consent: rights and responsibilities (R27, R28) Sexting, pleasure, and pressures (R24, R26) Contraceptive basics (H36, H37) Communicating consent verbally and non-verbally (R30) FGM: what it is, the law, and how to access support (H32)	Safe and responsible use of online communication and social media (H3, H30, R17, L22) How to recognise grooming and exploitation online (H30, L19, L20) Recognising biased or misleading online content (L21, L22) How to critically assess media reliability (L21, L22) Age restrictions and responsible decision-making online (L23, L24) Protecting financial security online (L19, L20) Risks linked to gambling and chance-based transactions (L25, L26, L27)
<b>Vocabulary</b>	Wellbeing, distraction, risk, caffeine, drug, tobacco, nicotine, vaping, smoking, alcohol, addiction	Equality, opportunity, discrimination, pathway, apprenticeship, progression,	Identity, community, belonging, bias, stereotype, discrimination, protected	Mental health, wellbeing, stigma, coping, resilience, body image, self esteem, habits, support, balance	Respect, Consent, Boundaries, Identity, Orientation, Equality, Communication,	Online safety, grooming, scam, financial risk, pressure, misinformation, fake news,

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts and Assessment	Health & Risk	Setting Goals	Families & Relationships	Healthy Lifestyles	Readiness & Sexual Health	Employability Skills
<b>Key Knowledge</b> <b>H</b> – Health & Wellbeing <b>R</b> – Relationships <b>L</b> – Living in the wider world (PSHE Association)	Reflection on prior learning: healthy routines and wellbeing (H1, H2) Road safety and risk awareness (H30) Vaping: risks and influences (H20, H21) Exploring attitudes towards substances and risk behaviours (H23, H24) The law on drugs, alcohol, and smoking; management of risks (H19, H20) Alcohol and cannabis: effects and consequences (H23, H24) Managing influence and peer pressure (R19, H3)	Identifying personal strengths, skills and qualities (L2) Linking skills and interests to careers (L12) Researching labour market information and career opportunities (L12, L7 KS4) Making informed decisions about GCSE options (L3, L9) Setting SMART goals for education and careers (L3) How democracy and Parliament work, including rights and responsibilities (L1-L4) What belonging means; the value of community and diversity; how to challenge prejudice (L6 L10)	Different roles in the family and parenting (R4, R5) Positive relationships in the home (R6, R10) Understanding conflict and its causes (R19) Changing relationships: separation, divorce, blended families (R7, R8) Online risks: sexting, sextortion, and respectful behaviour (R18, R29) Conflict resolution and accessing support (R19, R20)	Healthy lifestyle choices: diet, exercise, sleep, balance (H2, H4) Careers and benefits of learning another language (L4, L7) Healthy lifestyle choices: substance risks, vaping, caffeine (H19, H20) Body image and influences from media and peers (H3, H5) Independent health choices and self-advocacy (H8, H9)	Readiness for sexual activity and the choice to delay (R24, R25) Consent: facts, myths, and continuous right to withdraw (R27, R28) Safer sex and STIs: effective condom use and negotiation (H36, H37) Pregnancy and choices: consequences of unprotected sex (H35, H38) Media and pornography: influence on expectations and behaviours (R33) Sexting and online safety risks (R18, R29)	Employment rights and responsibilities (L10, L11) Skills for enterprise and employability (L4, L5) Giving and receiving feedback (L6, L7) Showcasing personal strengths and achievements (L4, L7) Managing online reputation and digital footprint (H33, L12) Habits and strategies for progress (H2, L17) Reflection and preparation for Year 10 (L23)
<b>Vocabulary</b>	Wellbeing, road safety, vaping, influence, attitudes, law, alcohol, cannabis, peer pressure, risk	Strengths, skills, career, opportunity, decision, aspiration, options, SMART, resilience, future.	Gender, Sex, identity, boundaries, Gender Based Violence, harassment, stalking, sextortion	Consent, Bystander, intervention, support, Gender based violence	Gangs, belief, law, support, crime, stop and search	Diversity, nutrition, choice, opinion, responsibility

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts & Assessments	Emotional Wellbeing & Resilience.	Financia Decision Making	Communities & Inclusion	Health, Risk & Influence	Relationships & Sexual Health	Careers & Work Readiness
<b>Key Knowledge</b> <b>H</b> – Health & Wellbeing <b>R</b> – Relationships <b>L</b> – Living in the wider world (PSHE Association)	Transition into GCSEs and managing new challenges (H1, H2) Reframing negative thinking and building optimism (H6, H8) Recognising signs of mental ill health and when to seek help (H7, H9) Change, loss, and grief: understanding emotions and support (H12, H13) Promoting emotional wellbeing through healthy habits (H2, H4) Reflection and consolidation of learning (H8)	Budgeting, income and expenditure (L16) Saving and financial planning (L16) Risks of debt, loans, credit and gambling (L15, L19) How advertising and media influence financial choices (L18) Distinguishing between needs and wants in spending (L16) How democracy and Parliament work, including rights and responsibilities (L1-L4) What belonging means; the value of community and diversity; how to challenge prejudice (L6 L10)	Communities, belonging, and inclusion (R2, R6) Diversity and the Equality Act (R8, R9) Media distortion and misrepresentation (L11, L12) Managing conflicting views respectfully (R19, R20) Online risks and influences (Safer Internet Week) (R18) Challenging discrimination, extremism, and radicalisation (R21, R22)	Addictive behaviours: gaming, gambling, vaping (H17, H19) Coping with stress and pressure: healthy vs unhealthy strategies (H15, H16) Digital echo chambers, misinformation, and online influence (L11, L12) Risk-taking and the teenage brain (H3, H10) Building resilience and seeking support (H8, H9)	Readiness for sexual activity and respect for choices (R24, R25) Beyond consent: respect, intimacy, and pleasure (R27, R28) Safer sex: condoms, STIs, and negotiating safer choices (H36, H37) Consequences and pregnancy choices (H35, H38) Media and pornography influence on expectations (R33) Sexting, online safety, and digital reputation (R18, R29)	Identifying personal strengths and interests (L4, L5) Opportunities in work and further learning (L6, L7) Overcoming barriers to success and progression (L10, L11) Workplace rights, responsibilities, and safety (L10, L11) Health and safety in the workplace (H30, L12) Online presence, digital footprint, and employability (H33, L13) Reflection on work readiness and next steps (L17)
<b>Vocabulary</b>	Transition, resilience, optimism, mental health, stigma, grief, loss, coping, wellbeing, support	Budget, income, expenditure, savings, debt, credit, gambling, advertising, consumer, choice.	Community, belonging, inclusion, diversity, equality, media, misrepresentation, conflict, discrimination, extremism	Addiction, coping, resilience, misinformation, echo chamber, influence, risk, pressure, resilience, support	Readiness, respect, consent, intimacy, pleasure, safer sex, STI, pregnancy, pornography, sexting, reputation	Strengths, interests, opportunities, barriers, rights, responsibilities, workplace, safety, employability, digital footprint.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts & Assessments	Wellbeing & Independence	Next Steps	Relationships & Health	Moral Dilemmas	Revision / Exam Support	Revision / Exam Support
<b>Key Knowledge</b>  <b>H – Health &amp; Wellbeing</b>  <b>R – Relationships</b>  <b>L – Living in the wider world</b>  (PSHE Association)	Reflection on learning and preparing for GCSE year (H1, H2)  Lifestyles and wellbeing: balancing health with study (H4, H6)  Influences on lifestyle decisions (H3, H19) Importance of sleep for health and performance (H2, H4)  Building resilience and managing stress (H15, H16)  Preparing for independence: stress, health, and support (H8, H9)	How to prepare CVs, applications and personal statements (L10)  Interview skills and techniques (L10)  Employability skills such as communication, teamwork and adaptability (L1, L4) Planning realistic pathways post 16: college, sixth form, apprenticeships, training (L4, L6)  Building confidence and resilience for transition (L2, L3)  How democracy and Parliament work, including rights and responsibilities (L1-L4)  What belonging means; the value of community and diversity; how to challenge prejudice (L6 L10)	Healthy vs unhealthy and exploitative relationships (R6, R7, R13)  Accessing support in unhealthy or abusive relationships (R20, R21)  Identity, core values, and emotions in relationships (R2, R25)  Pregnancy and STIs: prevention, consequences, and support (H35, H36, H38)  Online risks and safer internet use (Safer Internet Week) (R18)  Assertive communication of wants and needs (R27, R28)	Utilitarianism vs. Deontology (L)  Personal Autonomy & Rights (L)  Justice, Fairness & Equality (L)  Ethical Responsibility & Moral Duty (L)  Technology & Modern Ethical Challenges (L)	Managing workload  Revision tips  Planning time effectively	Managing workload  Revision tips  Planning time effectively
<b>Vocabulary</b>	Lifestyle, wellbeing, influence, sleep, resilience, stress, independence, balance, coping, support	CV, application, interview, employability, communication, teamwork, adaptability, apprenticeship, training, progression.	Healthy relationships, unhealthy relationships, abuse, support, identity, values, pregnancy, STI, assertiveness, communication	Utilitarianism, Consequentialism, Deontology, Harm Principle, Moral Reasoning, Personal Rights, Human Rights Moral Ownership, Justice, Prejudice, Social Justice, Moral Fairness		

## Appendix 2: Tutor Program 2026:

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Theme: Growing Up</b>	<b>Theme: Relationships</b>	<b>Theme: Relationships</b>	<b>Theme: Relationships</b>	<b>Theme: Preparing for Life</b>
School environment School expectations Fire Drill expectations Lockdown expectations Settling in 'reflections' Teamwork Belonging	Role Models Friendships Healthy Relationships Unhealthy Relationships Stereotypes Peer Pressure Bullying	Relationship changes Ending relationships Consent Harassment Unhealthy relationships Commitment Marriage / Civil Partnerships	Marriage / Civil Partnerships Forced / arranged marriages Fertility Pregnancy Miscarriage Parenting / young parents Adoption / Fostering	Post 16 options Personal skills & qualities Online Reputation Employability and Enterprise skills Saving and Managing Money Credit vs Debit cards Personal Finance
<b>Theme: Community / Cultural</b>	<b>Theme: Community / Cultural</b>	<b>Theme: Equality</b>	<b>Theme: Community / Culture</b>	<b>Theme: Community / Culture</b>
Fundamental British Values Mutual Respect & Tolerance Diversity in modern Britain How diverse is the UK Faith & Culture in modern Britain Respecting differences Discrimination & the Law	Fundamental British Values Mutual Respect & Tolerance Diversity in modern Britain How diverse is the UK Faith & Culture in modern Britain Respecting differences Discrimination & the Law	Sexism Homophobia Racism Ableism Neurodiversity Xenophobia Equality Act	Water Safety Being a safe pedestrian Driving & the law Rail Safety Domestic violence Knife Crime County Lines	College Applications Personal Statements CV Writing Preparing for Interviews Mock Interviews

Year 7	Year 8	Year 9
<b>Theme: Wellbeing &amp; Risk</b>	<b>Theme: Wellbeing &amp; Risk</b>	<b>Theme: Wellbeing &amp; Risk</b>
Sleep Healthy eating Personal Hygiene Alcohol Smoking Vaping	Personal Hygiene Dental Hygiene Body Image Emotional changes Rail Safety Road Safety	Monitoring Health Substance Misuse Mental Health Anxiety Depression Stress
<b>Theme: Careers &amp; Guidance</b>	<b>Theme: Careers &amp; Guidance</b>	<b>Theme: Careers &amp; Guidance</b>
<a href="#">Y7 Discovery Programme</a>	<a href="#">Y8 Dream Programme</a>	<a href="#">Y9 Futures Programme</a>

Year 10	Year 11
<b>Theme: Wellbeing &amp; Risk awareness</b>	<b>Theme: Wellbeing &amp; Risk Awareness</b>
Consent & capacity of consent Lifestyle Choices Cosmetic Surgery Abuse in teenage relationships Harmful sexual behaviours Violence against women	Stress Management Bereavement Cancer Diabetes Emergency First Aid Harassment
<b>Theme: Careers &amp; Guidance</b>	<b>Theme: Educating against hate</b>
Work Experience – EPB	Manosphere Misogyny Violence against women Domestic Violence

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Theme: Digital World</b>	<b>Theme: Digital World</b>	<b>Theme: Digital World</b>	<b>Theme: Additional community / Culture</b>	<b>Theme: Intervention for Exams</b>
Moral Panic Internet challenges Understanding Fraud Cyber Security Fake news Sharing images Online Reputation	Keeping safe online Sharing images Cyberbullying Phishing scams Exploitation Online Reputation Misuse of ICT & the law	To share or not to share The media and intimate relationships Impact Pornography Hate speech vs Free Speech Online Coercion Misogyny Online Relationships	Fundamental British Values Mutual respect & tolerance Diversity in modern Britain How diverse is the UK? Faith & Culture in modern Britain Respecting differences Discrimination & the Law	
<b>Theme: Relationships</b>	<b>Theme: Equality</b>	<b>Theme: Community / Cultural</b>	<b>Theme: Digital World</b>	<b>Theme: Revision</b>
Peer Pressure Navigating conflict Friendships Attraction Relationships	Sexism Homophobia Racism Ableism Neurodiversity Student Survey	Harassment Antisocial behaviour Gangs Immunisation & Vaccinations Human Rights FGM	Online misogyny Social Media presence Social Media - modesty Explicit image & the Law AI – Anthropomorphism	

### Appendix 3: LORIC program of study for 2025-2026 academic year:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Whole School Oracy Project as part of s SIP priority.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Enterprise</li> <li>• Community</li> <li>• Animal Care</li> <li>• BSL (British Sign Language)</li> <li>• Sports Leaders</li> <li>• Judo</li> <li>• Engineering</li> <li>• GSM</li> <li>• Young Researcher</li> <li>• Japanese Culture</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• BSL (British Sign Language)</li> <li>• Spanish speaking</li> <li>• Creative Writing</li> <li>• Classics (Ancient world and Myths)</li> <li>• Football Coaching</li> <li>• Enterprise</li> <li>• Gardening</li> <li>• Animal Care</li> <li>• Young Scientists</li> </ul>