PSHE & RSHE Policy

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Contributors	Rob Arrowsmith		
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Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Safeguarding Children in Education Policy (EDE.POL.002)
- Behaviour Policy (EDU.POL.027)
- Anti-Bullying Policy (EDU.POL.007)
- Online Safety Policy (EDU.POL.009)
- Curriculum, SMSC and Fundamental British Values Policy (EDU.POL.008)
- SEND Policy (EDU.POL.022)
- Risk Assessment Policy
- Careers Policy (EDU.POL.006)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Rivacre Brook School, we believe that strong relationships and good health are the foundation of a happy and successful life. Many of our pupils have experienced

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trauma, disrupted relationships or harm, and our relationships, sex and health education help pupils understand themselves, keep themselves safe and build the positive relationships they may not always have known.

This is our policy for personal, social, health and economic education, which we call PSHE. The statutory relationships, sex and health education we must teach sits within it, and this one policy covers both.

This policy sets out what we teach, when and how we teach it, who is responsible for it, and how parents and carers are involved. It reflects our relational and trauma-informed approach through the Keys Connect model, and it is written so that every lesson is sensitive, factual, balanced and accessible to the pupils in front of us.

Relationships, sex and health education at Rivacre Brook is part of a whole-school approach to wellbeing and safety. It sits alongside our safeguarding, behaviour, online safety and anti-bullying work, and it is shaped by the needs of our pupils and the views of their families.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Rivacre Brook and to our whole programme of personal, social, health and economic education, including the statutory relationships, sex and health education within it, whether delivered in class, in a small group or one to one. It aims to:

- Give pupils the knowledge and skills to form healthy, respectful relationships and to recognise unsafe or inappropriate behaviour.
- Deliver the statutory relationships education, relationships and sex education and health education that pupils are entitled to, in a way that is adapted for special educational needs.
- Teach sensitive and contested topics in a balanced and factual way, without promoting any particular view.
- Involve parents and carers in the content of the curriculum and respect their right to request withdrawal from sex education.
- Meet our duties under the Independent School Standards and current statutory guidance.
- Develop pupils' wider personal and social skills, their economic and financial understanding, and their readiness for adult life and work.

4. Abbreviations and Definitions

This policy uses the following terms:

- Relationships education: teaching about healthy relationships, including friendships, family and online relationships, that is compulsory for all pupils receiving primary education.
- Relationships and sex education (RSE): teaching that builds on relationships education and includes age-appropriate teaching about sex, sexual health and intimate relationships, compulsory for all pupils receiving secondary education.

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- Sex education: the part of RSE that parents have the right to request their child is withdrawn from, other than content taught as part of the science curriculum.
- Health education: teaching about physical health, mental wellbeing, puberty, and keeping safe, which is compulsory in our school.
- RSHE: the combined programme of relationships education, relationships and sex education and health education that this policy covers.
- PSHE education: the school's wider programme of personal, social, health and economic education. It covers health and wellbeing, relationships, and living in the wider world, including economic and financial capability and preparation for adult life. RSHE sits within PSHE.

5. Policy Content

5.1 Principles and Approach

At Rivacre Brook, our practice is guided by these principles:

We teach the facts, accurately and age-appropriately, and we present sensitive and contested topics in a balanced way without promoting any single view.

We build positive attitudes and healthy norms, and we avoid language that normalises harmful behaviour or stereotypes.

We are trauma-informed.

We recognise that topics may be difficult for pupils with direct experience of them, and we adapt and offer support.

We make the curriculum accessible to every pupil, including those with special educational needs, adapting materials and teaching one to one where that meets a pupil's needs.

We are open with parents and carers, we consult them on the content of the curriculum, and we make all our materials available to them.

We treat every pupil with respect and dignity, whatever their background, beliefs or characteristics.

5.2 PSHE & RSHE in Practice

Our curriculum

At Rivacre Brook, we provide both relationships education for primary pupils, relationships and sex education for secondary pupils together with health education for all pupils. Our curriculum follows the statutory guidance and is sequenced so that pupils are equipped with knowledge before they need it.

We adapt our curriculum for the pupils we teach. Lesson materials are modified for pupils with special educational needs, and where a topic is better addressed individually we deliver it one to one. The SENCO and the named lead work together to make sure every pupil can access the content in a way that is right for them.

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A summary of what is taught, when and by whom is held in our curriculum map at on Tutorshare. We make this information available to parents and carers. The curriculum map is reviewed annually and updated in response to pupil need, safeguarding trends, statutory guidance and emerging risks.

What we teach

Our content differs by phase and is always age and stage appropriate. The full sequenced detail, by year group and topic, is set out in our curriculum map. The themes below name what we cover so that staff, parents and inspectors can see how we meet the statutory content requirements.

Relationships and families. Our pupils learn about:

- Healthy friendships and family relationships, and the features of committed, stable relationships including marriage and civil partnership, and that forced marriage and marriage before the age of 18 are illegal.
- How relationships change over time, and the roles and responsibilities of parents and carers.
- How to judge when a relationship is unsafe and where to seek help.

Respectful relationships, consent and recognising misogyny. Our pupils learn about:

- Consent and personal boundaries, and that kindness and care go beyond consent.
- How stereotypes, including those based on sex and gender, can cause harm, and how to recognise misogyny and other forms of prejudice.
- How inequalities of power affect relationships, the different types of bullying including online bullying, and the responsibility to report it.

Online safety and media literacy. Our pupils learn about:

- Staying safe online, protecting personal information, and that the same standards of behaviour apply online as offline.
  The law on sharing images, including that keeping or sharing an indecent image of someone under 18 is a crime even if the image was taken or generated by a child or created using AI, and that sharing an intimate image of an adult without consent is a crime.
- Deepfakes and AI-generated images, how they can be used to harm and how to identify them, online scams and the risks of sextortion, and how AI chatbots can create fake intimacy or give harmful advice.
- How to recognise misinformation, disinformation and conspiracy theories, the risks of online content that promotes self-harm or suicide, and the risks of online gambling and gambling-like content within games.

Tackling misogyny, the manosphere and violence against women and girls. Our pupils learn about:

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- How pornography presents a distorted and often misogynistic picture of sex and relationships.
- How some online sub-cultures shape attitudes, including the views promoted by so-called incels and online influencers, often described as the manosphere, and how these can normalise sexual harassment and abuse.
- The links between sexism, misogyny and violence against women and girls, and positive models of respect that support boys without stigmatising them.

Being safe, abuse and the law. Our pupils learn about:

- What sexual harassment and sexual violence are, that they are never the fault of the person experiencing them, and that they include unsolicited sexual attention or touching, public sexual harassment, upskirting, and taking or sharing intimate images without consent.
- The law on rape and sexual assault, harmful sexual behaviour, domestic abuse including coercive and controlling behaviour, and stalking and other fixated or obsessive behaviour.
- That strangulation and suffocation are criminal offences, whether or not they cause injury.
- Exploitation and abuse, including sexual exploitation, criminal exploitation, grooming, county lines and financial exploitation.
- Female genital mutilation, virginity testing and hymenoplasty, the harm they cause, the law, and where to find support.
- The Online Safety Act, the age of criminal responsibility, and medical consent and Gillick competence.

Health and wellbeing. Our pupils learn about:

- Mental wellbeing and emotional health, and where and how to seek help.
- Puberty, menstrual and reproductive health, and the proper anatomical names for parts of the body, including at primary level.
- Physical health and lifestyle, and the facts about the harms of smoking, alcohol, drugs, vaping and nicotine products including nicotine pouches, and the risks of nicotine addiction.
- Personal safety, including safety around water, roads and railways at primary level, and basic first aid.
- At secondary level, intimate and sexual relationships, contraception, fertility, and sexual health including sexually transmitted infections, and how to access advice and services.

Sensitive topics such as self-harm, eating disorders and suicide are taught only in a safe and supportive way, led by staff with appropriate training. We never give instructions or methods of self-harm or suicide, we avoid language that romanticises these topics, and at secondary level we address suicide prevention carefully, having regard to the age and needs of our pupils.

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Biological sex and gender reassignment

We teach pupils the facts and the law about biological sex and about gender reassignment. We teach that people have legal rights by virtue of their biological sex that are different from the rights of those of the opposite sex who have the protected characteristic of gender reassignment, and that people with the protected characteristic of gender reassignment, like those with any other protected characteristic, are protected from discrimination and must be treated with respect and dignity.

Beyond the facts and the law there is significant public debate on these issues. We are careful not to endorse any particular view or to teach contested belief as fact. For example, we do not teach as fact that all people have a gender identity. We avoid language and activities that reinforce gender stereotypes, and we are mindful not to suggest that social transition is a simple solution to feelings of distress or discomfort.

We encourage pupils to express their views while respecting the views of others, and we are clear that bullying or disrespectful language or behaviour is never acceptable. Any request relating to a pupil questioning their gender is handled with care, with parents involved as a matter of course, except where doing so would place the child at greater risk, in line with our safeguarding approach.

Inclusive teaching

Our teaching is inclusive of all pupils. We teach about different family arrangements, including same-sex parents, and at secondary level we give equal opportunity to learn about stable and healthy same-sex relationships as part of the wider programme rather than as a separate unit. We cover sexual health in a way that is relevant to all pupils, including those who are lesbian, gay, bisexual or questioning.

Working with parents and carers, and consultation

We engage parents and carers in the content of our RSHE curriculum and we are transparent about the materials we use. Before we make or revise this policy, we consult parents of pupils at the school. We give parents the chance to see the draft policy, we invite their comments, and we consider what they say before we finalise it. This consultation is a requirement of standard 2A and we keep a record of it. The record template is at Appendix B.

We tell parents in advance about sex education content within lessons, and we keep them informed of any new content we add to respond to issues in school.

The right to request withdrawal from sex education

Parents and carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of RSE. They cannot withdraw their child

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from relationships education, from health education, or from content taught as part of the science curriculum.

Before granting a request, the headteacher will discuss it with the parent, set out the benefits of the pupil receiving sex education and any detrimental effects of withdrawal, and record the request and the outcome. In primary education, the headteacher will grant a request to withdraw from any sex education that is taught outside the science curriculum. In secondary education, the headteacher will grant the request other than in exceptional circumstances.

From three terms before a pupil turns 16, the pupil themselves may choose to receive sex education even if their parent has requested withdrawal, and we will provide it. Where a pupil is withdrawn, we make sure they receive appropriate and purposeful education during the period of withdrawal. We make the right to withdraw, and the right of the pupil to opt back in, clear to parents and pupils.

Openness about curriculum materials

Parents and carers may view all the curriculum materials we use to teach RSHE. We share materials through a parent portal or a presentation, or by providing copies on request, and we comply with copyright law when we do so. Copyright never prevents a parent from seeing the materials we use. Where a parent asks to see materials, we make them available.

External providers and resources

Where we use an external provider or resource, we remain responsible for the content and for how pupils are taught. We check that any resource is accurate, age and stage appropriate, unbiased and suitable for our pupils, and we check the credentials of any visitor or organisation. We ask to see materials and a lesson plan in advance. We are cautious about resources from organisations with a strong partisan view on a contested topic, and on the topic of biological sex and gender we avoid materials that oversimplify the issue, that perpetuate stereotypes, or that encourage pupils to question their gender. We agree with any visitor how confidentiality and safeguarding reports will be handled in line with our policies. Our due diligence checklist is at Appendix C, and we have regard to the government-funded resources listed in Annex B of the statutory guidance.

Publication

We publish this policy on the school website and provide a free copy to anyone who asks for one, including parents and inspectors, as required by standard 2A. Where the school does not have a website, we make the policy available by other means.

Safeguarding and confidentiality

RSHE often prompts pupils to share concerns or make disclosures. Staff handle these sensitively, do not promise confidentiality, and report any safeguarding concern to the designated safeguarding lead without delay, in line with our

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Safeguarding Children in Education Policy (EDE.POL.002). We deliver every topic in a trauma-informed way and provide follow-up support where a lesson raises difficult feelings for a pupil.

The wider PSHE programme

Alongside RSHE, at Rivacre Brook, we teach a planned programme of personal, social, health and economic education that is adapted to the needs and developmental stage of each pupil. It is built around three themes, health and wellbeing, relationships, and living in the wider world. The first two are delivered largely through the RSHE content above. The sections below set out the wider personal, social and economic learning that completes the programme.

Economic and financial education

We teach pupils to manage money and to understand saving, spending, budgeting and borrowing, and to recognise financial risk, including online scams and fraud. We build this understanding in a functional and age-appropriate way so that pupils leave us better prepared to manage their own money and to take part in working life. For some of our pupils this is taught through practical activities tied to daily living and independence.

Careers, employability and preparation for adulthood

Our PSHE programme helps pupils develop the personal and social skills they need for the next stage of their lives, including independence, self-advocacy and employability. This is closely linked to our careers programme, and the detail of careers education, information, advice and guidance is set out in our Careers Policy (EDU.POL.006). For pupils with an education, health and care plan, this work is aligned with the preparation for adulthood outcomes in their plan.

Personal and social development, citizenship and life in modern Britain

Through PSHE we support pupils' spiritual, moral, social and cultural development and their understanding of life in modern Britain. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We teach contested and political issues in a balanced way and do not promote partisan political views. This work is set out more fully in our Curriculum, SMSC and Fundamental British Values Policy (EDU.POL.008).

5.3 Recording, Monitoring and Reporting

We record what is taught, to which groups and when, through our curriculum map, and we keep a record of each parental consultation on this policy. Leaders monitor and evaluate the quality and impact of RSHE, including how well it meets the needs of pupils with SEND, and report to the proprietor and governors on a regular cycle. We log and respond to any withdrawal request and any concern raised by a parent or pupil.

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5.4 Equality and Inclusion

At Rivacre Brook, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We design RSHE to be accessible to every pupil, including those with special educational needs and disabilities, and we make reasonable adjustments so that all pupils can take part. We teach respect for all the protected characteristics, and we monitor the impact of our teaching on different groups of pupils so that no pupil is disadvantaged.

6. Responsibilities

6.1 Pupils

Engage with RSHE lessons, treat sensitive discussions with respect, and help shape the curriculum through pupil feedback.

6.2 Staff

Deliver RSHE in a sensitive, factual and inclusive way, model positive relationships, and adapt lessons for pupils with additional needs. Follow this policy when handling questions, disclosures and safeguarding concerns that arise in lessons, and report any concern to the designated safeguarding lead without delay.

6.3 Leadership

Make sure the curriculum is in place, taught well and reviewed, and that staff are trained and supported. Make sure parents are consulted before the policy is made or revised, and that the policy and curriculum information are published and available on request.

6.4 Governance

Hold leaders to account for the quality and compliance of RSHE, and review this policy and its impact.

6.5 Parents and carers

Work in partnership with the school, take part in consultation on the curriculum, and raise any questions or concerns with the named lead.

6.6 Named leads

The named lead for relationships, sex and health education at Rivacre Brook is Lee Rimmer. The Designated Safeguarding Lead is Sally Connah. The Special Educational Needs Co-ordinator is Stacey Watret. The headteacher holds overall responsibility for this policy and for compliance with statutory requirements.

7. Training Requirements

All staff who deliver RSHE receive training in the curriculum, in handling sensitive and contested topics in a balanced way, and in the Keys Connect trauma-informed approach. Staff are trained to recognise and respond to disclosures and

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safeguarding concerns that arise in lessons. Training is organised by the named lead and the Designated Safeguarding Lead and is reviewed at least annually and whenever guidance changes.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Standard 2A (relationships education for primary pupils, relationships and sex education for secondary pupils, a separate written policy, consultation with parents, publication, and the right to request withdrawal from sex education).
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (Standard 2A, paragraphs 1.35 to 1.43).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, Department for Education, published 15 July 2025 and statutory from 1 September 2026, which replaces the 2019 guidance.
- The Children and Social Work Act 2017 and section 80A of the Education Act 2002, under which these subjects were made compulsory.
- The Equality Act 2010.
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026.
- The SEND Code of Practice 2015, in relation to making the curriculum accessible to pupils with special educational needs and disabilities.
- Section 78 of the Education Act 2002, which requires a broad and balanced curriculum that promotes pupils' spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of later life.
- The Education (Independent School Standards) Regulations 2014, Part 1, on the quality of education, including the requirement to preclude the promotion of partisan political views and to offer a balanced treatment of political issues where they are brought to pupils' attention.
- Personal, social, health and economic (PSHE) education guidance, Department for Education (non-statutory), used as a reference for the wider programme.

10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes, and it is revised only after

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parents have been consulted as set out in this policy. The named owner for review at Rivacre Brook is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

The headteacher completes this annex with the local detail that makes the policy true for this school. Everything in this annex is school personalisation. At Rivacre Brook the following local arrangements apply:

- The phase or phases we provide and the year groups taught: KS2,3+4 – Yr1-11
- Our named RSHE lead and how staff and parents contact them: Lee Rimmer – lee.rimmer@keyseducation.ac.uk or 01518083035

Where our curriculum map and scheme of work are held and how parents view them: 04. PSHE & RSE – Staff link

Snapshot by Puzzle and Piece Jigsaw PSHE 11-16

(September 2024)

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals, achievements and failures	Managing emotions, tips to combat stress and anxiety, mindfulness	Relationship with self, consent, change, healthy relationships	Puberty, how these changes affect emotions and feelings, menstrual cycle
2	Influences and influencers, gateway emotions	Who influences you?, ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, child-on-child abuse	Stereotypes and examples	Learning from mistakes, setbacks	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Emotions in relationships, scenarios, managing conflict within friendship groups	UN Children's rights, factors to consider when choosing whether to have/or not have a child, different types of families
4	Online identity, risks and tips to keep safe	Challenging discrimination, protected characteristics and Equality Act	Influences, consequences of decisions, how could I positively affect my future?	Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement	Discernment, social media vs real life, fake news, authenticity	Body image, media and filters, self-esteem, body confidence
5	Consequences of online comments, sexting, child-on-child abuse	Bullying, why be a bully?, Would you intervene?, child-on-child abuse	Child criminal exploitation, gangs, county lines	Health choices, physical illness and medicine, vaccination, substance misuse	Assertiveness, rights and responsibilities, sexting, child-on-child abuse	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion, importance of being included	Control over your life *(Piece 7 includes an optional lesson on first aid)*	Working together to improve well-being, mindful movement	Healthier and less healthy relationships	Becoming an adult

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Age 12-13	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime	Short, medium & long-term goals, flexibility, employability skills, grit	Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes	Relationship with self, social media, self-image	Intimate relationships, me and my relationships, attraction, healthier and less healthy relationships
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism, what is racist or religious hate crime?	Money impact, positives and negatives, what can't be bought?	Perceived risk and actual risk, illegal substance use risks, legal substances use risks	Pressures of different relationships, freedom and control	What makes a healthier relationship (friendship or romantic)?
3	Family expectations, active listening, roles within the family (i.e. stereotypes, firstborn etc.)	Religion in decline?, fundamentalism, stereotypes, celebrating diversity, positive aspects of religion	Online safety – digital footprint, impact on career	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Personal space, mindfulness, introvert/ extrovert, setting boundaries	Me and my relationships, attraction, love or crush?
4	First impressions, managing influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, get involved, golden rule, child-on-child abuse consequences	Money, wages and career goals, what affects your earning potential, budgeting	Vaccination, UK vaccination programme, Does vaccination work?, herd immunity, Covid 19 vaccination and social responsibility	Knife crime and the law, imbalance of power in relationships, coercive behaviour, positive futures	Pornography and the law, dealing with unwanted messages
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/little money	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Social media, safety tips, laws, trolling, sharing information online, personal data, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them, online and offline identity	Is it only the rich that can change the world?, Charles Drew, How can I make a difference?, taking positive action	Gambling issues and support	Interactive play and well-being choices	Neurodiversity, being aware of senses	A summary of recognising healthier and less healthy relationship characteristics

Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse	Prejudice, discrimination, protected characteristics and equality act, banter, child-on-child abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory	Positive and negative impact of relationships, imbalance and equality in relationships, peer pressure	Mental health, dopamine, addiction, substances
2	Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)	Self-worth, consent, assertiveness skills, assertive body language	Change, reactions and responses to change, resilience
3	Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation	Power of positive and negative language, being understood, banter or verbal bullying	Happiness pressure, being happy, cosmetic procedures, appearance	Windows of development, decision making, physical and mental health decisions	Pornography and the law, how real is pornography?, effects of porn	Sleep facts and needs, how to sleep better, benefits of relaxing
4	Self-identity, influences, social groups, social media, risks and experimentation	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy	Mental health and ill-health, causes, support, stigma	Emergency situations, life saving skills (link with Resuscitation Council UK interactive lesson)	Sex and the law, age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception	Diversity, discrimination, protected characteristics, prejudice and stereotyping, protecting against discrimination	Media manipulation & fake news, effects on mental health, self-esteem	Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support	Consequences of unprotected sex, physical and emotional, (pregnancy, STIs), contraceptive choices, worries surrounding intimacy	Self-expression, influences, body image, choices
6	Perception, misperception	Prejudice and stereotyping, protecting against discrimination	Mental well-being strategies	Role play conversation, fitting in and taking risks	Age of consent	Dealing with change

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Age 14-15	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, Equality Act	Important relationships, resilience & how to develop it	My health MOT, top tips for health, adopting healthy habits	Long term relationships, love, lust, attachment, types of attraction, good relationship with self	Societal change, how will it affect me?, social media and social change, supporting the environment
2	Grief cycle, loss, responses to loss, support	Equality act in the workplace, rights and responsibilities, promoting equality	My future goals, physical and mental health and how they may impact future goals, looking after mental health	Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, skin cancer and SPF, substance misuse and physical health	Relationship life-cycles, ending a relationship, toxic relationships, managing a break up and rejection	Managing change, decision making
3	Social media - pros and cons, algorithms, managing screen time and exposure	What makes a society, agree to disagree, multiculturalism, equality in society	Work/life balance, success, social media and potential impact on career	Mental health, mental health disorders, seeking help, substance abuse and mental health,	Types of intimacy in a relationship, attraction, long term relationships, acceptable and unacceptable behaviours	Gaining independence, personal safety, cycling, water safety, public transport, alcohol
4	Online identity, sharing/ enhancing images and the law, netiquette	Imbalance of power in relationships, coercion, equity, equality	Achieving life balance, self care	Sex, STIs, STI transmission, STI rates and data, testing for STIs, HIV/AIDS, HIV around the world	Relationships and the media, discernment, pornography vs real life, how does pornography affect relationships	Gender stereotypes, sexuality stereotypes, marriage stereotypes, maintaining values in a relationship
5	Personal data and risk, GDPR, social media and data collection, where to find help with online activity	Equality/ inequality, groups or individuals that may be treated unfairly in society, challenging inequality	Health goals, looking after others, blood and organ donation	Safer sex contraception, hormonal contraception vs barrier methods of contraception, menstrual cycle, where to get contraceptives	Healthier and less healthy behaviours in a relationship, coercion, abuse and the law	Reflecting on physical and emotional changes, family changes, managing change, self esteem, influences
6	Different types of relationships, strategies for managing relationships on and offline	Health and life chances, healthcare systems	Developing resilience, achieving goals	Actions to support good physical and mental health	Healthy relationships and control	Responses to positive and negative change, choices, self-esteem

Age 15-16	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Pros and cons of becoming an adult, age limits	N/A	Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing	Self worth and identity, changing identity as a teenager, positive role models, sleep, sleep, devices and mental health, nutrition and exercise	Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex?	N/A
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', arranged/ forced marriage	N/A	Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards	Relationships and consent, being ready for sex, coercion, sexual harassment, sexual violence	Equality act, gender, gender diversity, sexuality LGBT+	N/A
3	Equality Act, coercive control, county lines, possession of drugs, identify ways to keep safe	N/A	Jobs in the future, dream job, managing your skillset, employment opportunities	Hormonal health, puberty, hormones and fertility, female infertility, male infertility, protecting fertility, testicle checking, menstrual cycle, IVF	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out	
4	Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, child-on-child abuse	N/A	Intimate relationships, parenting, marriage and civil partnerships	Contraceptives and sexual health, emergency contraception	Balance of power in relationships, case studies, child-on-child abuse	N/A
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	N/A	Barriers to D&G, when things go wrong, resilience	Pregnancy and choice, what is a pregnancy?, knowing if you are pregnant, keeping a baby, abortion, adoption.	My body my choice, breast ironing and FGM, challenging harmful social or cultural norms	N/A
6	Situations and consequences	N/A	Can technology help us reach our goals?	Summary of ways you can be healthy mentally, physically and sexually, healthy choices	Being you in a relationship, staying true to yourself	N/A

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- Safeguarding lead updates on relevant information and communicates this
- Any external providers or resources we use this year:
  https: //jigsaweducationgroup.com/
- Local agencies and specialist support we draw on, for example school nursing and CAMHS:
  https://www.wchc.nhs.uk/services/school-nursing-wirral/
  https://www.mymind.org.uk/services-and-contacts/wirral-services/wirral-cypmhs-18-service/wirral-access-team-cypmhs
  https://www.actionforchildren.org.uk/how-we-can-help/our-local-services/find-our-services-near-you/wirral-emotional-health-and-wellbeing-team/
  https://www.sendlowirral.co.uk/

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11.2 Appendix B: Parental Consultation Record

We complete this record each time we make or revise this policy, to evidence the consultation required by standard 2A. We keep the completed record on file.

- Policy version consulted on: 15/9/26
- How parents were given the draft and invited to comment, for example letter, email or meeting: Letter and email sent on: 18/9/26
- Consultation opening and closing dates: 18.09.2026-02.10.2026
- Summary of comments received from parents and carers: No changes or amendments requested.
- Changes made in response, or the reason no change was made: Not required.
- Date the policy was finalised and by whom: 5th October 2026, Caroline McPoland, Headteacher.

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11.3 Appendix C: External Resource Due Diligence Checklist

We complete this checklist before using any external provider or resource. We keep it with the curriculum records.

- Name of resource or provider and the topic it covers: https://jigsaweducationgroup.com/
- Is the content accurate, age and stage appropriate, unbiased and suitable for our pupils? Yes
- Have we seen the materials and a lesson plan in advance? Yes
- Does the organisation hold a strong partisan view on a contested topic, or promote a harmful product? No
- Have we checked the credentials of any visitor or organisation? Yes
- Have we agreed how confidentiality and safeguarding reports will be handled? Yes
- Are the materials available for parents to view? Yes
- Decision, and the name of the person who approved use: Caroline McPoland

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