

South East Essex Academy Trust



SEEAT Relationships and Sex Education Policy (RSE) 2026

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Author	Caroline Thornton
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1. School Information and Key Contacts

The Cornelius Vermuyden School

School Context PSHE Association Essex NHS KIP Medway RSE
Relationships and Sex Education (RSE) Leader/s: Caroline Tinsley
Designated Safeguarding Lead: Caroline Thornton
Mental Health Lead (if appropriate): Erin O'Dell
Headteacher: Dee Conlon

2. Statement of Intent

This policy covers the SEEAT (South East Essex Academy Trust) approach to Relationships and Sex Education (RSE). We define 'Relationships and Sex Education' as the exploration of the emotional, social, cultural, and physical aspects of growing up, having sexual relationships, and learning about human sexuality and sexual health.

The Trust recognises the clear distinction between Relationships Education and Sex Education. Relationships Education is statutory in all primary schools, while Sex Education in primary is non-statutory beyond the content included within the national science curriculum. This policy ensures clarity for pupils, parents and staff regarding what is statutory and what is non-statutory.

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE (Personal, Social, Health and Economic), will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

It is important that we develop a curriculum and culture which educates our children and young people in wider contextual issues. Relationships and Sex Education (RSE) is a vital part of the wider knowledge required by students to live happy and successful lives, whilst feeling confident in themselves.

We believe RSE is important for our students because it provides children and young people with the information, they need to help them develop healthy, nurturing relationships of all kinds, not just intimate

relationships. It enables students to know what a healthy relationship looks like and be able to recognise the dangers of unhealthy relationships.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by using fully accessible lesson materials and an open, discussion-led approach in the classroom.

Individual needs are catered for as they would be in any lessons. We ensure RSE fosters gender equality and LGBTQ+ equality by teaching about and promoting awareness of these issues across all year groups. At all times, the teaching of RSE remains respectful of the diversity of humanity and our school community. We believe high quality RSE helps to create a safe school and safe communities as students learn to develop positive behaviour for life.

The intended outcomes of our programmes are that students will:

- Know and understand the emotional, social, cultural, and physical aspects of growing up and having relationships, including sexual relationships, so they can make informed, healthy decisions within the law.
- Understand that they have a right to their own identity and be able to express this, as well as a right to be safe and healthy.
- Understand that they have a responsibility to respect the diversity within humans and the choices that people make.
- Develop the skills of independent critical thought, analysis, and evaluation.

3. Aims and Objectives of the SEEAT RSE Programme

- To combat ignorance and increase understanding
- To encourage and promote responsible behaviour and ensure that students are aware of the consequences of unsafe sexual behaviour
- To reduce guilt and anxiety
- To encourage all students to have due regard for moral considerations and to act in ways which reflect concern for others as well as themselves
- To promote the ability to make and act upon informed decisions
- To provide opportunities to clarify values and attitudes connected with personal relationships
- To develop social and educational skills for future parents and child carers
- To combat exploitation and challenge sexism
- To discourage early sexual intercourse
- To facilitate, as may be necessary, students' access to further information, help and advice
- To deliver the sex and relationships education programme within a moral framework
- To develop students' self-confidence in dealing with their relationships with others
- To ensure that students are given valid and useful information on contraception
- To develop the students' awareness of differences in society – to combat homophobia and racism

- To equip pupils with the knowledge and skills to identify, challenge and report harmful sexual behaviour, including sexual harassment, sexual violence, coercive behaviour and misogynistic narratives, and to understand how to seek help and support safely.

4. Statutory Requirements

As a cross-phase MAT (Multi Academy Trust), we are required to teach Relationships and Sex Education as part of our curriculum; we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Our schools work within the remit of the DfE (Department for Education) Statutory and compulsory teaching from September 2020.

5. Delivery of the Programme

Whilst the Trust provides the overarching framework for Relationships and Sex Education (RSE), individual schools are responsible for:

- designing and delivering a curriculum that reflects their specific context and pupil need
- ensuring that statutory requirements are fully met
- adapting content in response to local safeguarding risks, pupil voice, and emerging issues
- ensuring that teaching is age-appropriate, inclusive and accessible, including for pupils with SEND
- selecting and quality assuring resources and any external providers

Headteachers are accountable for ensuring that RSE is implemented effectively and consistently within their setting.

RSE focuses on giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Some themes are also further developed in assemblies, events and via tutor programmes.

Every school delivers a comprehensive programme of RSE providing accurate information about the body, reproduction, sex, and sexual health. This also provides our young people the essential skills for building positive, enjoyable, respectful, and non-exploitative relationships, and staying safe both on and offline and giving them the ability to make informed life choices.

As pupils progress through secondary education, RSE explicitly includes learning designed to prevent and address sexual harassment and sexual violence, including peer-on-peer abuse, coercive or controlling behaviours, and the influence of harmful online content such as misogynistic narratives or influencers. Teaching focuses on recognising unacceptable behaviour, understanding consent and the law, challenging harmful attitudes, and knowing how and where to seek help.

The programme of study in each setting is relevant to the age and stage of all pupils, from our youngest learners in our primary settings, to our oldest students in post-16 education.

In secondary schools, Relationships and Sex Education (RSE) is statutory in full and includes learning about intimate relationships, sexual health, consent and the law.

In our primary and junior schools' relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Some elements may be taught through the computing and Science curriculum. Pupils also receive stand-alone sessions to prepare them for adolescence.

Where schools choose to deliver additional non-statutory Sex Education content, this will be:

- age-appropriate and developmentally appropriate
- delivered sensitively and in line with this policy
- clearly communicated to parents in advance
-

Parents have the right to withdraw their child from non-statutory elements of Sex Education. This right does not apply to Relationships Education or to statutory science content.

In Years 5 & 6 pupils are taught about body changes and what to expect as they grow into adults. Some aspects may be taught in single sex groups. Children with SEN (Special Educational Needs) are taught life skills to equip them in their lives as adults.

The RSE programme progresses as pupils move on to their secondary education, to include:

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

Schools will teach about these topics in a manner that:

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

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

RSE programmes are updated to reflect topical issues, which may vary school to school. External experts will be invited to assist from time-to-time with the delivery of the sex and relationship education programme but will comply with the provisions of this policy. Please see Appendix B.

The Trust understands that students with special education needs and disabilities (SEND) are entitled to learn about relationship and sex education, and the programme will be designed to be inclusive of all students.

Responding to Pupils' Questions

Relationships and Sex Education (RSE) may raise questions from pupils about topics that are not explicitly covered within the taught curriculum.

All staff are trained to respond to such questions in an age-appropriate, factual and sensitive manner. In responding, staff will:

- provide accurate, general information where appropriate, without going beyond the level of detail defined within the curriculum
- avoid introducing new or explicit content which is not part of the planned programme, particularly in primary settings
- ensure that responses do not undermine parental decisions where a pupil has been withdrawn from non-statutory sex education

- reinforce key safeguarding messages, including personal safety, consent (where age-appropriate), and knowing how to seek help and support.

Where questions relate to more detailed aspects of sex education, staff may:

- acknowledge the question and explain that this will be covered at a later stage (if appropriate), or
- encourage the pupil to discuss the matter with their parent or carer

In all cases, teachers will use their professional judgement and, where necessary, seek guidance from the Designated Safeguarding Lead (DSL) or senior leaders.

If a question or discussion raises a safeguarding concern, staff will follow the school's safeguarding procedures in line with Keeping Children Safe in Education.

If students ask questions outside this policy, staff will respond appropriately so they are fully informed and do not seek answers online.

For more information about an individual school's RSE curriculum, please refer to Appendix 1.

6. Training

6.1 Intent

The Trust is committed to ensuring that all staff delivering Relationships and Sex Education (RSE) are equipped with the knowledge, skills and confidence to deliver a high-quality, age-appropriate and safeguarding-informed curriculum. Training is designed to ensure that RSE contributes effectively to the prevention of harm, supports a strong safeguarding culture, and reflects current statutory guidance, including Relationships and Sex Education guidance and Keeping Children Safe in Education (KCSIE).

6.2 Implementation

All staff teaching RSE across the Trust will receive regular and appropriate training, which will:

- Ensure staff are up to date with statutory RSE guidance and curriculum expectations, including 2026 updates
- Reflect emerging safeguarding priorities, including:
 - sexual harassment and sexual violence
 - harmful sexual behaviour
 - coercive and controlling relationships
 - online harms and exploitation
 - misogyny and harmful online influences
- Support staff to deliver sensitive and potentially controversial topics confidently and appropriately

Training will include:

- Curriculum knowledge and sequencing – ensuring staff understand what is taught, when, and why
- Pedagogical approaches – creating safe learning environments and managing discussion
- Safeguarding practice – recognising and responding to disclosures, including peer-on-peer abuse and online-facilitated harm
- Professional boundaries and confidentiality, including when information must be shared

Designated Safeguarding Leads (DSLs) will play a key role in supporting staff by:

- providing safeguarding guidance linked to RSE delivery
- ensuring staff understand reporting procedures and thresholds for concern

Leaders responsible for RSE will ensure that:

- all staff delivering RSE are appropriately trained and supported
- staff remain up to date with policy changes and curriculum developments
- training is responsive to emerging needs, based on:
 - pupil voice
 - safeguarding trends
 - staff confidence and feedback

Where appropriate, schools will:

- engage external professionals to support staff training
- provide opportunities for collaborative working and sharing best practice across the Trust

6.3 Impact

As a result of effective training:

- staff will deliver RSE with confidence, consistency and sensitivity
- pupils will receive a high-quality, coherent curriculum that prepares them for the realities of modern life
- staff will be able to:
 - manage discussions appropriately
 - respond effectively to questions and disclosures
 - identify and act on safeguarding concerns

Trained staff will also be able to:

- provide pupils with accurate information and guidance
- signpost to appropriate support services
- contribute to a whole-school safeguarding approach, ensuring that RSE is fully integrated within the school's safeguarding systems

7. Policy & Curriculum Development

The sex and relationship education programme in each school is developed in conjunction with the views of teachers and students, in accordance with DfE recommendations and the support of the national PSHE Association - www.pshe-association.org.uk

Individual sex and relationship education programmes are also directed by the research findings and reflect the results of student responses to surveys and questionnaires.

8. Roles and Responsibilities

The Governing Body will:

- Provide strategic oversight of RSE across the Trust
- Ensure compliance with statutory guidance
- Monitor and evaluate the impact of the RSE Policy, to hold headteachers to account for its implementation

Headteachers will:

- Ensure that RSE is taught consistently across the school
- Manage parental engagement and requests to withdraw students from non-statutory components of RSE
- ensure curriculum reflects local need and safeguarding context
- Monitor student progress and development of their knowledge.

Staff will:

- Deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Monitor student progress and development of their knowledge
- Respond to the needs of each individual student
- Respond appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of the RSE curriculum.

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

All form tutors, science teachers and religious education teachers are responsible for delivering the RSE curriculum.

Students will:

- Be expected to engage fully in RSE
- Respond and interact with others in a civil and respectful manner
- Approach topics and points for discussion sensitively, bearing in mind situations that their peers may be facing outside school
- Be open-minded and refrain from judging others.

9. Working with Parents

The role of parents and carers in the development of their children's understanding of relationships is fundamental. Parents are the first educators of their children and play a key role in supporting their emotional, social and moral development. Schools work in partnership with parents to ensure that pupils receive a consistent, accurate and age-appropriate understanding of relationships, health and wellbeing.

The Trust is committed to working transparently and collaboratively with parents and carers. Schools will provide clear, accessible information about the RSE curriculum, including what will be taught and the reasons why, particularly where content supports pupils' safety and wellbeing.

In line with statutory guidance, schools will consult with parents and carers when developing and reviewing their RSE policy and curriculum. This consultation will provide meaningful opportunities for parents to:

- understand the purpose, content and structure of the RSE programme
- ask questions and seek clarification
- share their views, which will be considered as part of the school's decision-making

Schools will ensure that parents and carers can access:

- up-to-date RSE policy documentation
- curriculum overviews outlining what is taught at each stage

In addition, schools will provide parents with a representative sample of teaching materials as part of their communication and consultation processes. All materials used within the RSE curriculum will be made available to parents on request, to ensure full transparency and support understanding of the content being delivered.

Opportunities for engagement will be provided through a range of approaches, which may include:

- information published on school websites
- newsletters and written communications
- parent information sessions, workshops or webinars
- parents' evenings and individual discussions
- surveys and consultation exercises

This engagement is an important opportunity to strengthen shared understanding of how RSE supports:

- pupils' safety and safeguarding, including recognising risk and harmful behaviour
- pupils' wellbeing and personal development
- pupils' ability to form healthy, respectful relationships

Schools will respond to parental queries and concerns sensitively and professionally, ensuring that:

- statutory content is delivered in line with guidance
- parents are supported to understand the safeguarding rationale underpinning the curriculum

10. Parents' Right to Withdraw

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

Requests for withdrawal should be put in writing and addressed to the headteacher of the child's school, outlining the reason for their request. A copy of withdrawal requests will be placed in the student's educational record. If necessary, the Headteacher will discuss the request with parents and take appropriate action. Alternative schoolwork will be given to students who are withdrawn from sex education.

Parents do not have the right to withdraw their child from Relationships Education or from the statutory elements of the science curriculum.

11. Equal Opportunities

The Trust understands and abides by The Equality Act 2010 and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she / they may have.

Our academies are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms or language which may cause offence.

Our schools will ensure that teachers only express their personal views or beliefs, in the context of providing equal opportunity and tolerance for all, when delivering the programme.

12. Safeguarding

Our RSE curriculum plays a key preventative role in safeguarding children and young people. It equips pupils with the knowledge and skills to recognise, challenge and seek support in relation to harmful behaviours, including sexual harassment, sexual violence, coercive or controlling behaviour, misogynistic attitudes, and harmful sexual behaviour, both online and offline. The curriculum supports pupils to understand healthy

relationships, recognise risk, and develop the confidence to report concerns and access support at the earliest opportunity.

Schools recognise that issues explored through RSE, including child-on-child abuse, sexual harassment, sexual violence, and other forms of harmful sexual behaviour, may constitute safeguarding concerns. This includes behaviours that take place in person or are facilitated online, such as the sharing of self-generated sexual images, online exploitation, or exposure to harmful content and attitudes. Staff are vigilant to the ways in which online harms, including those linked to social media, misinformation, emerging technologies and risks associated with AI-generated content, deepfakes and digital manipulation, may influence pupils' attitudes, behaviours and safety.

All staff understand that safeguarding is a whole-school responsibility and that RSE contributes to a strong safeguarding culture by enabling pupils to recognise when something is wrong and to seek help. Schools adopt a proactive approach to early help, supporting pupils to identify concerns at an early stage and ensuring that appropriate support is in place.

When disclosures or concerns arise, including those relating to peer-on-peer abuse, harmful sexual behaviour, or online-facilitated harm, staff follow the school's safeguarding procedures in line with Keeping Children Safe in Education. Concerns are reported promptly to the Designated Safeguarding Lead (DSL), who will take appropriate action in line with statutory guidance.

Schools are aware that content within the RSE curriculum may raise sensitive issues. Staff are therefore trained to manage discussions carefully and respond to disclosures appropriately. All teachers are aware of the four categories of abuse—physical, emotional, sexual and neglect—and understand that these can overlap and may present in a range of contexts, including within peer relationships.

All staff across the Trust receive regular safeguarding training, including updates on emerging risks such as online harms, exploitation, and harmful sexual behaviour. Staff are also aware of specific safeguarding duties, including the requirement to report known cases of Female Genital Mutilation (FGM) involving children under 18 to the police.

Confidentiality within the classroom is an important element of effective RSE. Ground rules are established to support respectful discussion; however, pupils are made aware that staff cannot promise confidentiality where a safeguarding concern arises. In such cases, information will be shared in line with safeguarding procedures to ensure that children and young people are protected.

13. Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage, and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and will not provoke distress.

Appropriate diagrams, videos, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age, religion, and cultural background of all students.

Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the schools the schools Online Safety Policy, and Acceptable Terms of Use Agreement.

14. Use of External Organisations and Materials

Many of the resources used throughout the RSE curriculum are school generated, however some are created with the help of outside agencies such as the 'Prince Charming Theatre Company,' the school nursing service (Southend-On-Sea), the Essex Child and Family Well-being Service (Essex) and the NSPCC. The Brook Sexual Health team, and SOS Rape Crisis can provide valuable materials, on consent for example. We will make sure that any agency and or materials used, are appropriate and in line with our legal duties around political impartiality.

15. Monitoring and Review

The personnel responsible for monitoring RSE will differ from school to school, based on the distribution of leadership responsibilities. Please refer to page one, of this policy to view the individual arrangements for the relevant school.

RSE delivery will be monitored and evaluated through line management, learning walks, work sampling, student and parent voice, questionnaires, and curriculum planning documents.

In all schools' students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the board annually and adopted by the schools local governing body. Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher and / or the identified lead for RSE.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

RSE provision, content and delivery will be regularly monitored by the Head of RSE, in line with the current guidance from the DfE and the needs of our students.

16. Overview of Curriculum Content

This appendix outlines the school-specific curriculum mapping for Relationships and Sex Education (RSE). It demonstrates how statutory content is delivered through a sequenced, age-appropriate programme that reflects pupil need, local context and current safeguarding priorities.

Detailed curriculum plans will vary between schools across the Trust; however, all programmes must:

- Be fully aligned with statutory RSE guidance (2026)
- Reflect current safeguarding themes identified in Keeping Children Safe in Education (KCSIE)
- Demonstrate clear progression by phase and year group
- Be inclusive and accessible for all pupils, including those with SEND

16.1 Curriculum Structure

RSE is delivered through a planned and progressive curriculum, typically within PSHE, and supported by other areas such as Science, Computing and RE.

Curriculum content is organised under key themes:

- Relationships (including families, friendships and respect)
- Health and wellbeing
- Safety (including online and personal safety)
- Intimate and sexual relationships (secondary phase)

Schools will ensure that learning builds cumulatively, enabling pupils to revisit and deepen understanding over time.

16.2 Safeguarding and Curriculum Integration

The RSE curriculum is designed as a preventative safeguarding curriculum, equipping pupils to:

- Recognise risk and harmful behaviours
- Understand healthy and unhealthy relationships
- Identify when to seek help and how to access support

Across all phases, curriculum content explicitly addresses safeguarding risks, including:

- Child-on-child abuse, including peer-on-peer harmful behaviours
- Harmful sexual behaviour and age-appropriate understanding of boundaries
- Sexual harassment and sexual violence
- Coercive and controlling behaviours in relationships
- Online safeguarding risks, including:

- exploitation and grooming
- sharing of self-generated sexual images
- exposure to inappropriate or harmful online content
- the influence of social media, misinformation and emerging technologies
- Misogyny, sexualised behaviours and harmful attitudes, including how these may be influenced by online content

Teaching is adapted to reflect:

- the age, stage and understanding of pupils
- local safeguarding trends and emerging risks

16.3 Secondary Curriculum Phase Overview

In secondary settings, the curriculum builds on prior learning and includes:

- Families and respectful relationships
- Online safety and media influence
- Being safe
- Intimate and sexual relationships, including sexual health

Curriculum mapping in secondary schools must explicitly include:

- Consent – including legal, ethical and relational understanding
- Sexual harassment and sexual violence – recognising behaviours, impact and reporting
- Harmful sexual behaviour – including peer-on-peer behaviours
- Coercive and controlling behaviour within relationships
- Online influences, including social media, pornography, and harmful content
- Misogyny and harmful gender-based attitudes, including how these develop and can be challenged

Pupils are taught to:

- recognise unhealthy or exploitative relationships
- understand the law in relation to relationships and sexual behaviour
- critically evaluate online content and influences
- develop the confidence to report concerns and seek support

16.4 Curriculum Adaption and Personalisation

Schools will personalise curriculum delivery based on:

- pupil need and maturity

- safeguarding context
- SEND requirements
- cultural and community context

Adaptations may include:

- differentiated teaching approaches
- small group or targeted interventions
- additional sessions to address emerging issues

Appendix A – School Specific Curriculum Content

This appendix ensures clarity and transparency in curriculum delivery, demonstrating how statutory RSE content is implemented in a way that is age-appropriate, safeguarding-focused and responsive to the needs of pupils. Each school must develop, maintain and regularly review a detailed RSE curriculum map within Appendix A.

This must clearly show:

- when and how statutory content is taught
- how content is adapted to reflect local safeguarding risks and pupil need
- how progression is planned across year groups

Headteachers are responsible for ensuring that this curriculum mapping is complete, up to date, and available to parents on request.

Schools will ensure that parents and carers:

- have access to curriculum overviews and content information
- are shown a representative sample of material and can access all materials on request
- are supported to understand the purpose and safeguarding rationale of the curriculum

Trust leaders will ensure that each school completes and maintains an up-to-date curriculum map within Appendix A, and that this is reviewed regularly as part of quality assurance and safeguarding oversight.

YEAR 7 CURRICULUM PLANS

Term	What are we learning?	What Knowledge, Understanding and Skills will we gain?	What will excellence look like?	How will these be assessed?
Autumn	Managing change   	You will learn how to make a great start at secondary school and how to be an effective learner to ensure you are successful. You will learn how to manage new situations, new challenges, and big emotions more effectively. You will understand how you can build and shape your character to help you find your place in the world and make a positive impact in your new school. You will learn about making and keeping friends, how to deal with additional pressures, like having multiple lessons, new routines, and more homework. You will understand the power of positivity and how to be more resilient in challenging situations. You will develop your communication skills, your discussion and evaluation skills. You will improve your interpretation skills, your empathy, and your reflection skills to explain your new learning and express your ideas or answers. You will develop the skills needed to identify concerns and problem-solve.	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will be able to explain how your learning in the classroom helps to prepare you for secondary school and your life in the wider world both now and in the future. You will feel empowered to be able to manage the changes that are happening, which will support your learning in other lessons, as you can regulate your own responses to the changes and implement the strategies we practice. You will demonstrate maturity, kindness, and an interest to develop yourself.	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment
Spring	Health and puberty  	You will learn about the expected changes both male bodies and female bodies go through during puberty. You will learn about the hormonal changes and the need to better care for your overall wellbeing and personal hygiene. You will learn about the types of period products available, and which might be best for certain people to use. You will understand how our friendships, emotions and physical health can be affected by hormonal	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

	 	changes, and how to better recognise these changes so you can make good choices to care for yourself. You will develop your communication skills, your discussion and evaluation skills. You will improve your interpretation skills, your empathy, and your reflection skills to explain your new learning and express your ideas or answers. You will gain confidence to be able to talk about the topic. You will develop the skills needed to identify concerns and problem-solve.	be able to use the key words we have learnt correctly and effectively in sentences. You will be able to recognise and dispel misinformation and misunderstandings about puberty. You will be able to discuss your new learning with clarity, accuracy, and confidence, as you will feel empowered by the knowledge and less embarrassed due to the academic and scientific nature of the learning. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	
Summer	Online and offline risks    	You will gain knowledge about your personal safety, what this means and what it looks like in practice. You will understand what safer internet usage is and why there are age restrictions on apps as well as be able to recall this key information. You will learn about appropriate screen time and what risky behaviour is. You will understand the law surrounding general age restrictions including buying and consuming alcohol, buying and using vapes and cigarettes, and the long-term effects of these substances. You will be empowered to feel able to withstand peer pressure, manage your in real life friendships, and know what an appropriate online friendship should look like. You will know who to get help from if you ever find yourself in a situation that we have learnt about. You will employ your active listening skills and discuss and debate with respect and kindness. You will use your skills of oracy to demonstrate your understanding of the key concepts. You will investigate different scenarios and possible outcomes to create and compose	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to apply your learning to the wider world. You will confidently recite key knowledge, such as how to stay safe, who to ask for help, and how to be assertive in challenging situations.	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

		thoughtful responses that are accurate and assertive. You will be able to articulate and explain your ideas through self-reflection and by evaluating, justifying, and critiquing other people's opinions.		
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YEAR 8 CURRICULUM PLANS

Term	What are we learning?	What Knowledge, Understanding and Skills will we gain?	What will excellence look like?	How will these be assessed?
Autumn	Mental Health and Wellbeing    	You will learn about the importance of managing your health and supporting your mental health through building resilience, setting boundaries and taking care of our emotions the same way we might care for our bodies. You will learn to recognise your needs, those of others and understand the links between mental health and pressures such as social media, friendship issues and expectations of families/school. You will learn how to reduce the stigma around mental health. You will know where to find support and gain strategies to help you approach tricky situations to allow you to flourish again. You will employ your active listening skills and discuss and debate with respect and kindness. You will use your skills of oracy to demonstrate your understanding of the key concepts. You will investigate different scenarios and possible outcomes to create and compose thoughtful responses that are accurate and assertive. You will be able to articulate and explain your ideas through self-reflection and by evaluating, justifying, and critiquing other people's opinions.	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and misunderstandings. You will be able to apply your learning to the wider world. You will confidently explain concerns that can arise and how you can deal with such issues.	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

Spring	Health and Wellbeing – healthy lifestyle choices     	You will learn about the sustenance needs our bodies have as they grow and how to make good choices to be healthy and stay well. You will learn about how our bodies use food for energy and how to ensure we have a good balance of vitamins and minerals from the foods we eat. You will understand how to construct a balanced meal to sustain ourselves appropriately and whilst all food types are important in our diet, some should be eaten in moderation to ensure a healthy lifestyle. You will understand the role exercise plays in keeping us healthy and helps to reduce long-term health issues. You will learn more about personal hygiene and how to maintain good habits, such as regular visits to the dentist and opticians. You will develop your communication skills, your discussion and evaluation skills. You will improve your interpretation skills, your empathy, and your reflection skills to explain your new learning and express your ideas or answers. You will gain confidence to be able to talk about the topic. You will develop the skills needed to identify concerns and problem-solve.	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and misunderstandings about what a healthy lifestyle and diet is. You will be able to discuss your new learning with clarity, accuracy, and confidence, as you will feel empowered by the knowledge. You will be able to compose extended answers using the scientific language and understanding, to clearly explain your answers. You will be able to complete an action plan to help inform your choices such as why you'd like to add more walking to your weekly routine. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment
Summer	Discrimination and the Protected Characteristics 	You will learn about the key information and application of the Equality Act 2010 and how they link to British Values. You will learn about the nine Protected Characteristics, which ones are specific Hate Crimes, and how we can challenge discrimination in our society. You will understand how the	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

	    	legislation underpins and enhances our society to protect individuals and groups within the UK. You will understand how you can be held to account for your hate speech, what types of discrimination exist, how victims feel and the negative impact on their lives, and how we can be more inclusive despite our own personal opinions. You will understand how to discuss our differences with sensitivity and appropriate language. You will develop your communication skills, your debating and evaluation skills. You will employ your source analysis skills, your interpretation skills, your empathy, your critical thinking and critiquing skills to explain your new learning. You will employ your ethical and moral reflection skills and compose extended writing pieces, taking care to explain issues sensitively. You will use empathy and respect throughout your responses, both spoken and written.	activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and misunderstandings linked to the Protected Characteristics. You will be able to articulate your thoughts using subject-specific language and recall the Protected Characteristics correctly. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	
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YEAR 9 CURRICULUM PLANS

Term	What are we learning?	What Knowledge, Understanding and Skills will we gain?	What will excellence look like?	How will these be assessed?
Autumn	Role models and peer influence   	You will learn about the ways in which we are influenced in both positive and negative ways. You will learn about people who are trying to influence the world with altruistic motives and philanthropic ideals. You will learn about the damage being done to young people's mental health and why some schools are banning mobile phones completely. You will understand the impact social media, the internet and our peers can have on us, on our choices and on our mental health. You will	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

		understand that not everything you see, hear and read on the internet is true, and often the motives behind what people say and do are monetary. You will be able to explain what grooming is and be equipped with the knowledge and skills to spot scams online and in apps. You will understand how gambling becomes addictive and the negative effects it can have on your life. You will further develop your communication skills, your debating and evaluation skills. You will employ your source analysis skills, your interpretation skills, your empathy, your critical thinking and critiquing skills to explain your new learning. You will employ your ethical and moral reflection skills and compose extended writing pieces, taking care to explain issues sensitively. You will use empathy and respect throughout your responses, both spoken and written. You will be able to empathise and sympathise with real life examples of when peer pressure and negative influence has caused upset or harm to young people.	produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and misunderstandings that accompany this topic, demonstrating your knowledge. You will be able to discuss your new learning with clarity, accuracy, and confidence, as you will feel empowered by the knowledge and more able to challenge the superficial online world and the profiles and posts that are not factual or truthful. You will produce considered, thoughtful, and critical analyses, demonstrating a deep understanding of the topic. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	
Spring	Healthy me - substances    	You will learn about personal safety and how to protect yourself in different situations. You will learn about general age restrictions, including those for alcohol, vapes and cigarettes. You will learn about the classification of illegal drugs and the harm caused by using them, both short and long-term health issues. You will learn about the dangers of so-called 'legal highs' and how little research there is about the effects they can have on your body. You will learn about the links between excessive alcohol consumption/drug usage and mental health concerns, debt	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

		and relationship issues and understand how laws aim to protect young people from harm. You will learn about safety when attending events, gigs, and festivals, ensuring you can enjoy yourself while staying aware and protected. You will further develop your communication skills, your debating and evaluation skills. You will employ your source analysis skills, your interpretation skills, your empathy, your critical thinking and critiquing skills to explain your new learning. You will employ your ethical and moral reflection skills and compose extended writing pieces, taking care to explain issues sensitively. You will use empathy and respect throughout your responses, both spoken and written. You will be able to empathise and sympathise with real life examples of when substances have caused upset or harm to young people.	and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and misunderstandings that accompany this topic, demonstrating your knowledge. You will be able to discuss your new learning with clarity, accuracy, and confidence, as you will feel empowered by the knowledge and more able to respond in situations involving substances. You will produce considered, thoughtful, and critical analyses, demonstrating a deep understanding of the topic. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	
Summer	Managing relationships    	You will learn the definitions of the key terms such as 'consent', 'assertive' and 'coercion'. You will learn what positive and healthy relationships look like and how to spot unhealthy habits or behaviours that could impact on our relationships and mental health. You will learn about different types of relationships, including blended families, nuclear families and romantic relationships. You will learn about marriage and civil partnerships and how you can maintain open communication in a partnership to develop and maintain trust. You will understand strategies to support you to gain confidence to express yourself, to be more assertive when talking about what is acceptable behaviour for you in your relationship, and that there are many ways to say no.	You will be motivated in class and determined to deepen your knowledge and understanding. You will be focused and keen to discuss your responses with your table partner and the class. Your book will be neat, the date and title will be underlined, with care taken when completing all tasks. You will complete the learning activities with dedication and accuracy, striving to complete the extension and challenge tasks. You will understand and be able to use the key words we have learnt correctly. You will produce thorough and precise responses to the scenarios we investigate and demonstrate care and consideration for the people we read about, making connections to how the situation could occur in real life. You will be able to recognise and dispel misinformation and	Instant feedback MCQ Questioning Written work in the lesson Whole Class Feedback Self-assessment

		You will understand that the emphasis is on the one seeking consent and that any expression of no means no, and that answer should be respected. You will further develop your communication skills, your debating and evaluation skills. You will employ your source analysis skills, your interpretation skills, your empathy, your critical thinking and critiquing skills to explain your new learning. You will employ your ethical and moral reflection skills and compose extended writing pieces, taking care to explain issues sensitively. You will use empathy and respect throughout your responses, both spoken and written. You will be able to empathise and sympathise with real life examples. You will learn de-escalation skills and conflict management skills.	misunderstandings that accompany this topic, demonstrating your knowledge. You will be able to discuss your new learning with clarity, accuracy, and confidence, as you will feel empowered by the knowledge and more able to respond in situations using the learned phrases to enable you to articulate your choices. You will produce considered, thoughtful, and critical analyses, demonstrating a deep understanding of the topic. You will be able to explain how your learning in the classroom links to the wider world and your life in the future.	
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Appendix B - Guidance on Working with External Partners to deliver RSE

Each school is responsible for what is said to students. This includes making sure that any speakers, and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Schools 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 and The Teachers Standards, The Equality Act 2010, The Human Rights Act 1998, and The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

- What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers We will not, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

References – Links to Guidance and Useful Information

National PSHE Association - www.pshe-association.org.uk

Education Act 2002. <https://www.legislation.gov.uk/ukpga/2002/32/data.pdf>

Relationships and Sex Education (RSE) and Health Education – DfE February 2025.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Education Act (2006). <https://www.legislation.gov.uk/ukpga/2006/40/contents>

Learning and Skills Act (2000). <https://www.legislation.gov.uk/ukpga/2000/21/contents>

Equality Act (2010). <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Children and Social work Act (2017).

<https://www.socialworkengland.org.uk/about/publications/children-and-social-work-act-2017/>

Keeping Children Safe in Education – statutory safeguarding guidance (2025). - [Keeping Children Safe in Education 2025](#)

PREVENT Duty Guidance 2023 - [PREVENT Duty Guidance 2023](#)

Working Together to Safeguard Children 2023 - [Working Together to Safeguard Children 2023](#)

Meeting Digital and Technology Standards in Schools and Colleges 2023 - [Meeting Digital and Technology Standards in Schools 2023](#)

Teachers' Standards. <https://www.gov.uk/government/publications/teachers-standards>