



Relationships and Sex Education

This policy applies to all members of our school community, including those in our EYFS setting.

The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office, or may be downloaded from the school's website, and should be read in conjunction with a range of policies, procedures and other documentation relating to:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities
- Other subject specific schemes of work
- PSHCE schemes of work
- Religious Education schemes of work
- Spirituality and Collective Worship Policy
- Teaching and Learning

This document is reviewed annually, or as events or legislation change requires.

Relationships and Sex Education	
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1. Policy Statement

Tranby understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral, and emotional development. It is about the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The rationale of RSE at the School is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to develop intimate relationships constructively and positively. Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At the School, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity. The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the School's wider values. Our ethos of 'the best in everyone' creates a positive, whole school approach which encourages openness alongside the development of personal resilience. It should also promote the importance of self-respect and self-worth.

The School recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

Details of the policy are available for parents/guardians to read on our website. A link for the policy will also be included in the newsletter at the beginning of the Michaelmas term to signpost parents/guardians to the policy.

Feedback on the provision of RSE in the School will be gathered from School Council meetings and pupil voice surveys throughout the year. All PSHE sessions will include a survey to provide feedback on the topics covered to enable the School to assess learning and plan future provision.

1.1 Aims

At the School, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balanced information
- To enable pupils to make informed decisions and to react appropriately to different situations
- To encourage pupils to consider the consequences of their actions and the impact of their words and actions on others
- To encourage pupils to reflect upon their own emotional development
- To stress the importance of considering the emotions and views of others
- To emphasise the importance of good communication in relationships
- To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

At Tranby our objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships
- (iii) the characteristics of healthy and respectful relationships, including online
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

1.2 Equality

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE.

The School can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the School could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse, or harassment.

The School shall seek to be aware of contemporary issues such as ‘everyday sexism’, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

1.3.1 Pupils with special educational needs and disabilities (SEND)

The School will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The School will be mindful of preparing for ‘adulthood outcomes’ as set out in the SEND code of practice when teaching RSE to those with SEND.

The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

1.4.2 Lesbian, Gay, Bisexual and Transgender (LGBT+)

In teaching RSE, the School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age-appropriate and will fully integrate discussion of LGBT+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBT+.

2. Roles and Responsibilities

At the School, the Assistant Head (Pastoral), Mrs Annabel Robinson, is responsible for the creation and implementation of the RSE Policy. She is supported by the Heads of Year, the Head of the Prep and the PSHE Coordinator. This group will be responsible for the development and review of the policy.

Insofar as possible, the School believes that RSE should be delivered by tutors who know their pupils well and/or subject specialists. A significant amount of RSE content is taught by the Biology department as part of their KS3 courses and Biology teachers. In the Prep School, it will be delivered by class teachers and visiting specialists, as part of the PSHCE curriculum. However, the School believes that teachers of all subjects can make valuable contributions to the delivery of RSE.

The Assistant Head Pastoral is responsible for ensuring that all teachers who deliver RSE are appropriately trained. Further internal support or external training may also be offered.

3. Legislation (statutory regulation and guidance)

3.1 Context

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Tranby, the school has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities. The PSHE policy and the PSHE Schemes of Work highlight the relevant content throughout Year 7 to 11.

4. Curriculum Design

The PSHE Coordinator will work closely with colleagues in related curriculum areas to ensure the RSE complements and does not duplicate content covered in other compulsory subjects such as ICT, Biology and PE. Mandatory content not delivered in other compulsory subject areas is covered in timetabled PSHE lessons and supplemented with extra-curricular talks.

The PSHE Policy and PSHE Schemes of Work for each year group identify relevant RSE content. See Appendix A for requirements for Relationship and Sex Education (Prep & Senior). Appendix B provides the long term overview for PSHCE in the Prep & Senior school.

RSE – Prep School

The Prep School RSE curriculum has been devised following statutory and United Learning guidelines and will meet the requirements of equality law. Lessons are appropriately tailored to the age, physical and emotional maturity of the pupils. The delivery of the content will be made accessible to all pupils, including those with SEND. Sex education is not compulsory in primary schools. However, United Learning have made the decision that in all its primary schools, there should be suitable sex education before children reach the end year 6, to ensure children are suitably prepared for transition to secondary school. Parents/guardians will be consulted, before the final year(s) of the Prep School, about the detailed content of what will be taught and will be offered support in talking to their children about sex education and how to link this with what is being taught in school. The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and all sex and relationship education teaching will meet the requirements of equality law.

Parents have a right to withdraw their child from the sex education provided, but not from the relationship education. If a pupil is withdrawn from sex education, they will receive appropriate, purposeful, education during the period of withdrawal.

As part of their PSHCE sessions, pupils will regularly feedback (either verbally or written) to help inform future planning and check for pupil understanding. This will be monitored and evaluated. Appendix B shows how RSE fits in as part of the PSHCE curriculum.

5. Safe and Effective Practice

The School recognises that for RSE to be safe and effective, certain ‘ground rules’ need to be understood by all those who take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; this is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group; anonymous questions boxes and an online form are made available to pupils.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause.
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.
- The promotion of ‘distancing techniques’ that encourage pupils not to personalize their questions or discussions.

Teachers should bring any non-urgent issues for discussion to the appropriate Head of Year. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Assistant Designated Safeguarding Leads in line with the school’s Safeguarding and Child Protection Policy (see below).

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Assistant Designated Safeguarding Leads.

Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Assistant Head Pastoral will brief them in advance regarding the school’s safeguarding procedures. Visiting speakers will always be accompanied by a member of the School staff when delivering RSE content.

7. Engaging Stakeholders

7.1 Parents, Guardians and Carers

The School is committed to working closely with parents, guardians, and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life.

The School recognises that parents, guardians and carers have the final decisions about their children's sex education: parents have the right to withdraw their child from sex education at the school up to three terms before their child turns 16 in line with government guidance. From that point onwards, if a pupil wishes to receive sex education, the school will decide for this to happen before they turn 16.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study. The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction. If parents have any queries or wish to withdraw their child from RSE, they should contact their child's Head of Year in the first instance.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught. The School will inform parents, guardians, and carers about when RSE is delivered to their children within the weekly newsletter.

7.2 Staff

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Deputy Head Pastoral and Heads of Year will make staff aware of the content within the PSHE Policy and PSHE Schemes of Work which are stored in a PSHE folder which all staff members can view.

7.3 Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well resourced, staffed and timetabled in a way that ensures that the School can fulfil its legal obligations

The School will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in regular reports to Governors. The Governors will review and agree this policy on behalf of the Governing Body annually.

8. Complaints

Any complaints about the RSE programme should be made in accordance with the school's usual complaints procedure outlined in the Complaints Policy. This policy can be found on the School's website.

Appendix A - Relationships Education – Prep

Families and people who care for me	Pupils should know: ▪ That families are important for children growing up because they can give love, security and stability. ▪ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ▪ That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Pupils should know: ▪ How important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ The conventions of courtesy and manners. ▪ The importance of self-respect and how this links to their own happiness. ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.

	▪ The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: ▪ That people sometimes behave differently online, including by pretending to be someone they are not. ▪ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ▪ How information and data is shared and used online.
Being safe	Pupils should know: ▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know. ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult. ▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ▪ Where to get advice from e.g. family, school and/or other sources.
Sex Education	Pupils should know: ▪ How to identify external genitalia and reproductive organs ▪ About the physical and emotional changes during puberty ▪ Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams ▪ Strategies to manage the changes during puberty including menstruation ▪ The importance of personal hygiene routines during puberty including washing regularly and using deodorant ▪ How to discuss the challenges of puberty with a trusted adult ▪ How to get information, help and advice about puberty ▪ That for some people their gender identity does not correspond with their biological sex ▪ How to identify the links between love, committed relationships and conception ▪ What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults ▪ How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb ▪ That pregnancy can be prevented with contraception ▪ About the responsibilities of being a parent or carer and how having a baby changes someone's life

Relationships and Sex Education – Senior School

Secondary schools should continue to develop pupils' knowledge on topics specified for primary schools (see above) and in addition cover the following content by the end of Year 11.

Families	Pupils should know: ▪ That there are different types of committed, stable relationships. ▪ How these relationships might contribute to human happiness and their importance for bringing up children. ▪ What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ Why marriage is an important relationship choice for many couples and why it must be freely entered. ▪ The characteristics and legal status of other types of long-term relationships. ▪ The roles and responsibilities of parents with respect to the raising of children. ▪ How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	Pupils should know: ▪ The characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know: ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

	▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ What to do and where to get support to report material or manage issues online. ▪ The impact of viewing harmful content. ▪ That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ How information and data is generated, collected, shared and used online.
Being Safe	Pupils should know: ▪ The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships including sexual health	Pupils should know: ▪ How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ That they have a choice to delay sex or to enjoy intimacy without sex. ▪ The facts about the full range of contraceptive choices and options available. ▪ The facts around pregnancy including miscarriage. ▪ That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ▪ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ▪ How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ How the use of alcohol and drugs can lead to risky sexual behaviour. ▪ How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix B

	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition to secondary school	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Senior School – Long Term Overview 2025-2026 KS3-5

Michaelmas 1 (6/7 lessons) 03/09/2025 - 17/10/2025 PSHE UK government 15 th October	Michaelmas 2 (6 lessons (4 for Y11)) November 03/11/2025 - 16/12/2025	Lent 1 (5/6 lessons) 07/01/2026 - 14/02/2026	Lent 2 (5 lessons) 23/02/2026 - 27/03/2026 Includes WEx event 5 th March	Trinity 1 (5/6 lessons (2/3 for Y11 & Y13)) 15/04/2026 - 21/05/2026	Trinity 2 (3/4 lessons) 01/06/2026 - 03/07/2026 PSHE financial planning 24 th June
Transition and safety Transition to secondary school, friendship and emotional regulation.	Building relationships Self worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations <u>JHard</u>	Health and puberty Healthy routines, influences on health, puberty, unwanted contact To include self checking	Diversity Diversity, prejudice, and bullying	Financial decision making Evaluation of social and moral dilemmas regarding the use of money, the influence of advertising, financial scams
Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work <u>JHard</u>	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Brainwaves materials	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Discrimination Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process (Options evening & straw poll) <u>JHard</u>	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Employability skills Employability and online presence <u>JHard</u>
Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change Brainwaves materials	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography <u>@First Site</u>	Work experience Preparation for and evaluation of work experience and readiness for work <u>JHard</u>	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Next steps Application processes, and skills for further education, employment and career progression <u>JHard</u>	Building for the future Self efficacy, stress management, and future opportunities	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Independent living Responsible health choices, and safety in independent contexts To include first aid for drugs/alcohol (DSM)	
Health choices and safety Independence and keeping safe, first aid, the impact of substance abuse	Mental health and emotional wellbeing Mental health and emotional wellbeing, managing stress, body image & healthy coping strategies BrainWaves materials including cohort study	Readiness for work Career opportunities, preparing for the world of work <u>JHard</u>	Diversity and inclusion Living in a diverse society, challenging prejudice and discrimination	Respectful relationships Consent, assertive communication, positive relationships and recognising abuse, strategies for managing dangerous situations or relationships	Planning for the future Exploring future opportunities, post 18 options, application processes Including UCAS futures event
Next steps future opportunities and career development, maintaining a positive professional identity To include printed document of a checked CV; print & evidence covering letter; check & verify excellent and completed <u>logbook</u> profile. <u>JHard</u>	Building and maintaining professional, romantic and platonic relationships Personal values, including in relation to contraception and sexual health, fertility and pregnancy New friendships and relationships, including in the workplace; personal safety, intimacy, conflict resolution, relationship changes	Independence Responsible health choices, managing change, health and wellbeing, including sexual health, into adulthood How to register with a doctor, dentist, etc. Self checking, organ donation	How to Adult Managing money, financial contracts, budgeting, saving, debt, influences on financial choices, the impact of financial decisions Young Money		