



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 is 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. This policy has been developed with reference to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (effective September 2026). The School is committed to ensuring that its provision remains age and stage appropriate, evidence-informed and responsive to emerging safeguarding issues affecting children and young people.

The School recognises the importance of maintaining open and transparent communication with parents and carers regarding Relationships and Sex Education. Curriculum information and teaching materials will be made available to parents upon request, and the School will consult with parents when significant changes are made to the programme.

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.
- To help pupils develop the skills to identify and manage risks in both online and offline environments.
- To equip pupils with the knowledge and skills to critically evaluate online content, emerging technologies and artificial intelligence.
- To promote positive attitudes towards equality, dignity and mutual respect, and to challenge harmful stereotypes, discrimination and prejudice.
- To enable pupils to identify inappropriate, exploitative or abusive behaviour and know how to access support for themselves or others.
- To support pupils in understanding and challenging misogyny, harmful online influences, coercive behaviour and violence against women and girls.

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 inclusive and respectful of all pupils. Teaching will reflect the Equality Act 2010 and enable pupils to understand protected characteristics, including sexual orientation and gender reassignment, while teaching factual and age-appropriate content regarding biological sex, relationships and the law. All pupils will be encouraged to treat others with dignity and respect.

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 School's RSE programme is informed by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from September 2026. The programme is designed to support safeguarding, promote pupil wellbeing and prepare young people for life in modern Britain and an increasingly digital world.

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.

4.1 Catch-Up Provision for Missed RSE Education

The school recognises that Relationships and Sex Education (RSE) forms an important part of pupils' personal development, safeguarding education, and statutory curriculum entitlement. Where pupils miss RSE lessons due to absence, reasonable steps will be taken to ensure that they have the opportunity to access the missed content.

Catch-up arrangements may include:

- Provision of lesson materials, presentations, or age-appropriate resources for independent study.
- Discussions with the class teacher, tutor, or designated member of staff to address key learning points.
- Attendance at a catch-up session, where appropriate and practicable.
- Directed completion of relevant learning activities or tasks.

The nature of the catch-up provision will take account of the age of the pupil, the content missed, and any individual needs or circumstances. Records of significant missed statutory RSE content and subsequent catch-up provision may be maintained where appropriate. The school will work in partnership with parents and carers to support pupils in accessing the full RSE curriculum and to ensure compliance with statutory requirements.

For pupils with Special Educational Needs and Disabilities (SEND), any catch-up arrangements will be adapted as necessary to ensure equitable access to the curriculum in accordance with the school's SEND Policy.

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.

In accordance with statutory guidance, parents and carers may request access to curriculum maps, lesson resources and teaching materials used within the RSE programme. Requests should be directed to the PSHE/RSE Lead. The School will seek to provide information in a timely and transparent manner and will offer opportunities to discuss any concerns regarding curriculum content.

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, wish to review teaching materials, or wish to discuss withdrawal from aspects of sex education, they should contact the PSHE/RSE Lead 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 LGB, alongside fulfilling their broader, legal obligations. LGB members 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 LGB members to fulfil these responsibilities by providing information about the delivery of RSE in regular reports to LGB. The LGB members will review and agree this policy on behalf of the LGB annually.

7.4 Monitoring and Review

The PSHE/RSE Lead will undertake an annual review of the curriculum to ensure continuing compliance with statutory guidance, safeguarding requirements and the evolving needs of pupils.

The review process will draw upon:

- Student voice surveys
- Parent feedback
- Staff feedback
- Governors' oversight
- Emerging safeguarding trends

- Updates to national guidance

Findings from the review process will inform future curriculum planning and policy development.

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. ▪ That online information is not always accurate and can be designed to influence decisions and opinions. ▪ That artificial intelligence and digital technologies can create realistic images, videos and information which may not always be genuine. ▪ Basic ways to check whether information online is trustworthy.
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. ▪ About risks associated with roads, railways, water and public spaces. ▪ How to seek help if approached online by strangers or if they encounter worrying online content.
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 ▪ 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
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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. ▪ How misogyny, sexism and harmful gender stereotypes can negatively affect individuals and society. ▪ The importance of challenging violence against women and girls and other forms of discriminatory behaviour. ▪ How harmful online communities and extremist viewpoints can influence attitudes and relationships.
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. ▪ How artificial intelligence, algorithms and recommendation systems can influence what they see online. ▪ How to identify misinformation, manipulated content, deepfakes and online scams. ▪ The potential impact of social media influencers and online communities on attitudes, beliefs and behaviour. ▪ The risks associated with image-based abuse and non-consensual sharing of content.
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. ▪ The importance of menstrual, reproductive and sexual health throughout life. ▪ How and where to access appropriate health services and support. ▪ The importance of seeking accurate health information from trusted sources.
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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 2026-2027

	Year 7			Year 8			Year 9			Year 10			Year 11			Year 12			Year 13						
	Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	Area	Code	Lesson	Area	Lesson	Area	Lesson						
Michaelmas 1	Careers (Unifrog)	L2	Intro to Unifrog / Who am I?	Relationships & Sex Education / Health & Wellbeing	BrainWaves	Conflict & Repair	Health and Wellbeing	HW37	The Happiness Trap	BrainWaves	L26	Reflecting on Morrisby Profile Results	Careers (Unifrog)	L6	Preparing for 1 to 1 careers meeting	Living in the Wider World	Democracy v Autocracy	Careers (Unifrog)	CV Writing 1						
		L3	What is a Career?			Talking about Mental Health			Managing Anxiety		Developing Your Strengths	L6			Gay Rights		CV Writing 2								
		L2	Employability Skills			Building Connections & Friendships			Combating Negative Self Talk		Build Your Confidence	L4			Exploring Options at 16		Religious Freedom in the UK		LinkedIn 1						
		L11	Careers and the Future			Helping others for Better Wellbeing			Expressing Gratitude		L7	Introducing LMI			Separation of Power		LinkedIn 2								
		L4	LMI			Turning Failure Into Success			Character Strengths In Focus		R38	Recognising Signs of Coercive Control			L2		Extremism		Interview Preparation						
Michaelmas 2	Health and Wellbeing	BrainWaves	The science behind wellbeing	Health and Wellbeing	BrainWaves	Sharing Information Online	Relationships & Sex Education	R25	Safe & Healthy Sex	Careers (Unifrog)	L9	Introduction to Work Experience with JHA	Relationships & Sex Education	R52	Sex & Substances	Health and Wellbeing (BrainWaves)	Online Radicalisation	Relationships & Sex Education	UCAS Ready to Apply						
			L1			My changing brain			The Litterless Internet			R26			Sexually Transmitted Infections		L5		Reflection on Interests for WEX	R54	Sexual Violence & Abuse	The Psychology of Wellbeing	Recap on the Teenage Brain	Navigating Pregnancy Choices	
			L2			Sleep, screens & mood			Viewing Harmful Content			R27			Reproductive Health		L9		WEX - How to Contact Employers	R53	Safe Relationships Online	Managing Stress	Sleep & Teenagers	Examining Sexual Violence	
			L3			Understanding your strengths			Gender-Based Discrimination			R28			Pregnancy Choices		L6		CV Creation watch webinar	R51	Differences Between Forced & Arranged Mar	Boosting your mood	Managing Stress	Honour-based Violence	
			L4			Finding flow			Racism and Discrimination			R29			Forced Marriages		L6		WEX CV & Cover Letter	R54	Sexual Violence & Abuse	Having a Conversation about Mental Health	Being Assertive	Navigating Conflict	
Lent 1	Living in the Wider World	BrainWaves	L1	Examining the Equality Act 2010	Living in the Wider World	BrainWaves	L7	Exploring the Democratic Process	Careers (Unifrog)	L4	Decision Making Options at 14	Living in the Wider World	R49	Fertility & Pregnancy	Health and Wellbeing	R51	Contraception Considerations	Careers (Unifrog)	Work Experience Introduction JHA	Health and Wellbeing	Party Drugs				
			L2	The Role of Courts & Tribunals			L8	Respecting and Celebrating Religious Diversity			L4			Skills for Careers			HW57		Keeping Your Online Data Safe		R50	Female Genital Mutilation	How to Research Possible Placements	Virtual Work Experience	Substance Use & The Law
			L3	Managing Money			L9	The Evolution of Money			L4			Updating your CV			L20		Understanding Democracy		R58	Relationship Fail-Outs	CVs and Cover Letters for WEX	Smoking & Your Health	
			L4	Taking Control of My Money			L10	Budgeting Basics			L4			Post 16 and 18 Choices			HW60		The UK's Relationship with the World		R59	Domestic Abuse	Is It Worth a Gamble?	Self-Harm Recovery	
			L5	Bank Accounts			L15	Exploitation			L13			Challenges & Rewards of Work			L21		Public Money		L26	Online Content and Mental Health	Building Healthy Masculinity	NCW & In-school Wex	NCW & In-school Wex
Lent 2	Careers	BrainWaves	Prep for NOW & In-school Wex	Careers	BrainWaves	The Truth About Vaping	Living in the Wider World	L17	Financial Risk	Careers	R43	Understanding Sexual Consent	Living in the Wider World	L26	Online Content and Mental Health	Careers	NCW & In-school Wex	Careers	NCW & In-school Wex						
			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex		Prep for NOW & In-school Wex		Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex			
			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex		Prep for NOW & In-school Wex		Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex			
			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex		Prep for NOW & In-school Wex		Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex			
			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex			Prep for NOW & In-school Wex		Prep for NOW & In-school Wex		Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex	Prep for NOW & In-school Wex			
Trinity 1	Relationships & Sex Education	BrainWaves	L8	Hygiene	Health and Wellbeing	BrainWaves	L13	Volunteering In My Community	Living in the Wider World	R45	Sexual Orientation	Health and Wellbeing	HW83	Managing Stress and Overthinking	Relationships & Sex Education	HW85	Rethinking Masculinity	Living in the Wider World	HW86	Exam Stress	Exams	HW87	Exam Stress		
			L9	Health & Hygiene			L14	How Lives Are Made			R48			The Psychology of Bullies			HW88			Exam Stress			Navigating Sexual Safety	Consent & Coercion	Ethical Dilemmas and Moral Reasoning
			L10	Drug Awareness			L16	The Fundamentals of AI			R49			Sexual Harassment and Aggression			HW89			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
			L11	What's Real Online?			L18	Disasters and AI			R47			Sharing Digital Images			HW90			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
			L12	What are my Interests?			L20	Sexortion			R46			Unrealistic Online World			HW91			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
Trinity 2	Health and Wellbeing	BrainWaves	L4	Employability Skills and CVs	Health and Wellbeing	BrainWaves	L30	Knife Crime	Living in the Wider World	R46	Unrealistic Online World	Health and Wellbeing	HW95	Fake News & Misinformation	Relationships & Sex Education	HW96	Online Radicalisation	Living in the Wider World	HW97	Exam Stress	Exams	HW98	Exam Stress		
			L5	What comes after school?			L31	Instagram vs Reality			HW92			Online Radicalisation			HW93			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
			L6	Creating the Life You Want			L32	Digital Footprint			HW94			Online Stalking			HW94			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
			L7	What Does Success Mean to Me?			L33	Understanding Eating Disorders			HW95			Exam Stress			HW95			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
			L8	What is a work-life balance?			L34	Organ Donation			HW96			Exam Stress			HW96			Exam Stress			Examining Sexual Safety	Consent & Coercion	Leadership in Action
Trinity 3	Health and Wellbeing	BrainWaves	REVISION WEEK	Health and Wellbeing	BrainWaves	REVISION WEEK	Living in the Wider World	L34	Organ Donation	Careers (Unifrog)	L31	The Rule of Law	Living in the Wider World	L31	The Rule of Law	Careers (Unifrog)	REVISION WEEK	Careers (Unifrog)	REVISION WEEK						
			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK		EXAM WEEK		EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK			
			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK		EXAM WEEK		EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK			
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			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK			EXAM WEEK		EXAM WEEK		EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK			