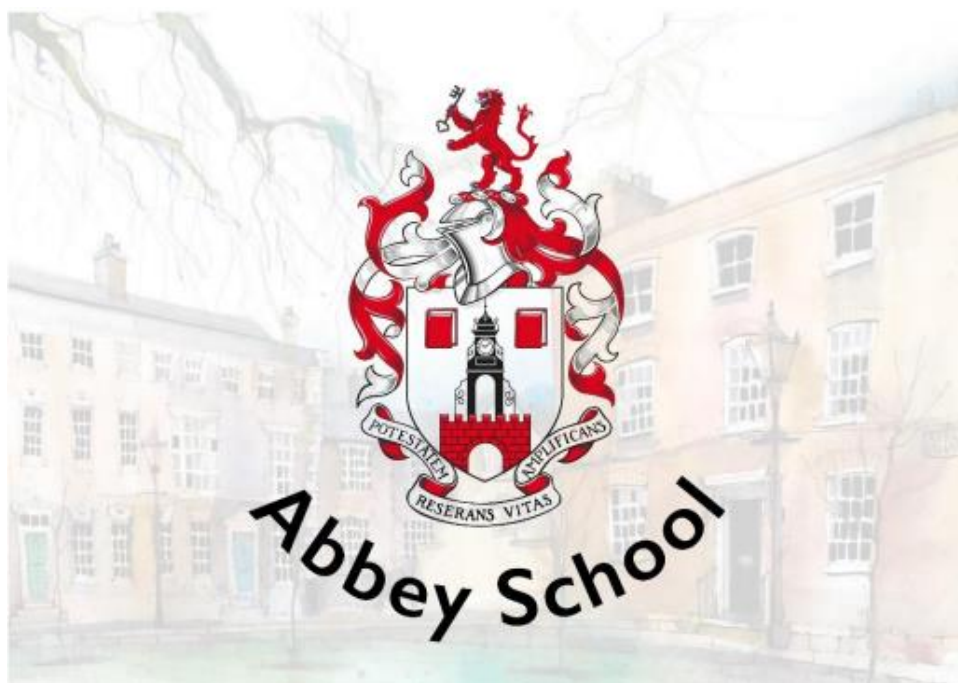




Relationships, Sex & Health Education (RSHE) POLICY

Abbey School

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Other relevant policies:

- Curriculum
- Safeguarding
- Online Safety
- Counter-Bullying

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I. Aims

At Abbey School, we believe that all pupils, regardless of their special educational needs and disabilities, have a right to receive high-quality, accessible and developmentally appropriate Relationships, Sex and Health Education (RSHE).

Our RSHE curriculum supports pupils to:

- Develop safe, healthy and respectful relationships.
- Understand their bodies and personal development.
- Communicate preferences, needs, boundaries and consent.
- Keep themselves safe online and offline.
- Recognise abuse, exploitation and unhealthy relationships.
- Develop emotional literacy, self-esteem and independence.
- Prepare for adulthood and participation in their communities.

The school acknowledges that pupils with complex SEND can be at increased risk of abuse, exploitation, coercion and social isolation. Therefore, RSHE is viewed as a vital safeguarding curriculum.

2. Legislation and guidance

This policy has been developed in accordance with:

- Education Act 2002.
- Children and Social Work Act 2017.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- DfE Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025; statutory from 1 September 2026).
- Equality Act 2010.
- Keeping Children Safe in Education (current version in force).
- UN Convention on the Rights of the Child.
- SEND Code of Practice

3. Definitions and scope

Through RSHE we aim to enable pupils to:

Relationships

- Build positive and respectful relationships.
- Understand different types of families and caring relationships.
- Develop friendship skills.
- Understand rights and responsibilities within relationships.
- Recognise healthy and unhealthy behaviours.

Health and Wellbeing

- Understand physical and mental health.
- Identify emotions and communicate needs.
- Develop resilience and self-advocacy.

- Know how to seek help and support.

Safety

- Understand privacy, personal space and boundaries.
- Understand consent in age-appropriate ways.
- Recognise abuse, coercion, exploitation and grooming.
- Stay safe online and when using technology.

Preparation for Adulthood

For older pupils this includes:

- Developing independence.
- Understanding intimate and adult relationships.
- Accessing healthcare services.
- Community participation.
- Employment and supported living preparation.

4. Guiding Principles

RSHE provision at our school will be:

Accessible

Teaching will be differentiated and adapted to meet individual communication, cognitive, sensory, physical and emotional needs.

Safeguarding-Focused

RSHE supports pupils to identify concerns, communicate worries and access help.

Age Appropriate and Developmentally Appropriate

Staff will consider both chronological age and developmental stage when planning learning.

Inclusive

Teaching will reflect protected characteristics and promote equality, dignity and respect for all.

Person-Centred

Pupil voice will inform curriculum design wherever pupils are able to express preferences and views.

5. Pupils with SEND and Complex Needs

The school recognises that pupils may:

- Learn at different rates.
- Communicate in different ways.
- Require repetition and overlearning.
- Need concrete rather than abstract teaching approaches.
- Need explicit teaching of boundaries, consent, privacy and relationships.

Teaching approaches may include:

- AAC systems.

- Objects of reference.
- Intensive interaction.
- Social stories.
- Visual timetables.
- Sensory approaches.
- Structured role play.
- Video modelling.
- Symbol-supported resources.
-

For some pupils, progress in RSHE may be demonstrated through:

- Communication of preference.
- Recognising trusted adults.
- Indicating consent or refusal.
- Making choices.
- Understanding personal boundaries.

6. Curriculum Content

Early Years and Primary Learners

Learning may include:

Relationships

- Families and people who care for us.
- Friendship.
- Kindness.
- Sharing.
- Understanding feelings.
- Seeking help from trusted adults.

Safety

- Personal space.
- Safe and unsafe situations.
- Private body parts.
- Online safety basics.
- Personal hygiene.

Health

- Exercise.
- Healthy eating.
- Emotional regulation.
- Sleep.
- Managing change.

Secondary Learners

Relationships

- Respectful relationships.

- Different family structures.
- Romantic relationships.
- Healthy and unhealthy relationships.
- Consent and boundaries.

Safety

- Online interactions.
- Social media.
- Grooming.
- Exploitation.
- Harmful sexual behaviours.
- Bullying and prejudice.

Health

- Puberty.
- Mental health.
- Physical health.
- Healthcare access.
- Substance awareness.
- Self-care.

Sex Education

Where appropriate, pupils will learn about:

- Human reproduction.
- Sexual health.
- Contraception awareness.
- Intimate relationships.
- Consent.
- Personal responsibility.

Teaching is adapted according to need and always delivered sensitively.

7. Curriculum Organisation

At Abbey School, the RSHE curriculum is organised into two distinct curriculum pathways, reflecting the wider structure of the school's curriculum and ensuring that learning is accessible, meaningful and appropriate for all pupils.

Engaging and Exploring Curriculum Pathway

For pupils accessing the pre-formal and semi-formal curriculum, Abbey School has developed a bespoke RSHE curriculum that has been carefully tailored to meet the complex and diverse needs of learners. The curriculum is designed to ensure that all RSHE content is delivered in a meaningful, age-appropriate and developmentally appropriate way, taking account of pupils' communication, cognition, sensory and learning needs. Teaching focuses on developing the knowledge, skills and understanding required to support pupils' personal development, relationships, safety and wellbeing through relevant and accessible learning experiences.

Establishing Curriculum Pathway

For pupils accessing the formal curriculum pathway, Abbey School uses the nationally recognised Jigsaw PSHE programme to deliver RSHE. The scheme provides a structured and progressive curriculum that meets statutory requirements whilst enabling learning to be adapted to the age, stage of development and individual

needs of pupils. Teaching and learning activities are carefully selected and differentiated to ensure all pupils can access and engage with the curriculum content effectively.

8. Consent, Privacy and Boundaries

The school places particular emphasis on:

- Body ownership.
- Choice-making.
- Refusal skills.
- Communicating "yes" and "no".
- Recognising uncomfortable situations.
- Safe touch and unsafe touch.
- Seeking help.

These concepts are revisited throughout a pupil's school journey and embedded in everyday practice.

9. Online Safety

Pupils will be taught about:

- Safe use of devices.
- Sharing information online.
- Digital footprints.
- Online friendships.
- Cyberbullying.
- Online exploitation.
- Artificial intelligence and digital risks (where appropriate to age and understanding)

10. Teaching and Learning

RSHE will be delivered through:

- Discrete RSHE lessons.
- PSHE lessons.
- Tutor sessions.
- Thematic curriculum work.
- Assemblies.
- Therapeutic interventions where appropriate.
- Everyday learning opportunities.

Teachers will:

- Establish safe learning environments.
- Use specialist SEND strategies.
- Monitor engagement and understanding.
- Respond to misconceptions.

- Follow safeguarding procedures where concerns arise.

11. Safeguarding

RSHE may lead to pupils sharing concerns or disclosures.

Where safeguarding concerns arise:

- Staff will not promise confidentiality.
- Staff will follow safeguarding procedures immediately.
- Concerns will be reported to the Designated Safeguarding Lead (DSL).

All staff receive regular safeguarding and RSHE training.

12. Equality, Diversity and Inclusion

The school will:

- Promote respect for all people.
- Challenge prejudice and discrimination.
- Meet duties under the Equality Act 2010.
- Provide reasonable adjustments.
- Ensure all pupils can access learning regardless of disability.

Teaching will be factual, balanced, age appropriate and sensitive.

13. Working with Parents and Carers

Parents and carers are recognised as children's primary educators.

The school will:

- Consult on RSHE policy.
- Share curriculum information.
- Provide opportunities to view resources.
- Communicate curriculum coverage in advance where appropriate.
- Work collaboratively with families to support pupil development.

14. Right to Withdraw

Parents have no right to withdraw pupils from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Parents may request withdrawal from some or all aspects of sex education delivered as part of RSHE outside the statutory science curriculum. The Headteacher will discuss requests with parents in accordance with statutory guidance.

15. Assessment

Assessment will focus on:

- Understanding.
- Communication.
- Application of learning.
- Personal development outcomes.
- Independence skills.

Assessment methods may include:

- Observation.
- Pupil voice.
- Learning journals.
- Evidence for EHCP outcomes.
- Photographic or video evidence where appropriate.

16. Monitoring and Review

The Advisory Body will review this policy annually.

Monitoring will include:

- Curriculum compliance.
- Pupil outcomes.
- Parent feedback.
- Staff feedback.
- Safeguarding trends.
- Accessibility and inclusion.

17. Responsibilities

17.1 Advisory Body

The advisory body will:

- Ensure the school has an up-to-date RSHE policy that is reviewed regularly.
- Ensure that RSHE is delivered in accordance with statutory guidance and relevant legislation.
- Monitor the effectiveness and impact of RSHE provision through reports from school leaders.
- Ensure the curriculum is inclusive and accessible for pupils with SEND.
- Ensure compliance with safeguarding responsibilities and the Equality Act 2010.
- Monitor how the school engages and consults with parents and carers regarding RSHE.
- Ensure adequate resources, staffing and professional development are available to support effective delivery.
- Receive regular reports relating to curriculum implementation, safeguarding themes, attendance, engagement and pupil outcomes within RSHE.

17.2 Principal

The Principal has overall responsibility for the implementation of this policy and for ensuring statutory requirements are met but may delegate responsibilities to members of the Senior Leadership Team (SLT).

The Principal will:

- Provide strategic leadership for RSHE across the school.
- Ensure that RSHE is appropriately staffed, resourced and timetabled.
- Ensure that teaching is age-appropriate, developmentally appropriate and accessible for all pupils.
- Ensure safeguarding procedures are followed where concerns arise through RSHE teaching.
- Support staff in managing sensitive issues or disclosures.
- Ensure effective parental engagement and consultation.
- Make decisions regarding parental requests for withdrawal from sex education in accordance with statutory guidance.
- Report to Governors/Trustees regarding implementation and effectiveness.

17.3 RSHE Lead

The RSHE Lead has operational responsibility for the development, implementation and monitoring of the curriculum.

The RSHE Lead will:

- Develop, review and update the RSHE curriculum and policy.
- Ensure curriculum content reflects statutory expectations and emerging safeguarding priorities.
- Adapt provision to meet the needs of pupils with complex SEND.
- Provide guidance, coaching and support to staff.
- Source and quality assure resources.
- Monitor teaching, learning and pupil outcomes.
- Coordinate staff training and professional development.
- Liaise with safeguarding leads regarding curriculum themes and emerging concerns.
- Engage parents and carers through consultation and communication.

17.4 Trans-Disciplinary Team (Teachers, Behaviour Analysts & Therapies Staff)

Teachers play a central role in delivering high-quality RSHE.

Teachers will:

- Deliver RSHE in accordance with this policy and the school's curriculum plan.
- Create safe, respectful and inclusive learning environments.
- Differentiate teaching to meet pupils' communication, sensory, cognitive and emotional needs.
- Use appropriate communication systems and specialist approaches where required.
- Promote positive relationships, personal safety and respectful behaviours.
- Monitor pupil understanding and progress.
- Respond appropriately to questions and misconceptions.
- Follow safeguarding procedures where concerns or disclosures arise.
- Maintain appropriate professional boundaries at all times.

17.5 Learning Mentors

Learning Mentors are key contributors to RSHE learning, particularly within a specialist SEND setting.

They will:

- Support pupils to access the curriculum.
- Reinforce learning through everyday routines and interactions.

- Support communication and participation.
- Model respectful relationships and appropriate boundaries.
- Report concerns, disclosures or safeguarding issues promptly.

17.6 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has responsibility for ensuring effective safeguarding arrangements linked to RSHE.

The DSL will:

- Provide advice and support to staff regarding safeguarding concerns arising from RSHE.
- Monitor patterns and trends that may indicate safeguarding risks.
- Ensure concerns are recorded and managed in line with safeguarding procedures.
- Work alongside curriculum leaders to ensure safeguarding themes are appropriately addressed through RSHE.
- Facilitate staff training where necessary.

17.7 Therapists, Nurses and Other Professionals

Where relevant, therapists, school nurses and specialist practitioners may contribute to the delivery of aspects of the RSHE curriculum.

They may:

- Provide specialist expertise regarding health, communication, emotional wellbeing and personal development.
- Support curriculum adaptation for pupils with complex needs.
- Contribute to staff training and resource development.
- Work collaboratively with teaching staff, parents and carers

17.8 Parents and Carers

Parents and carers are children's primary educators and are important partners in RSHE.

Parents and carers are encouraged to:

- Support the school's aims and values regarding RSHE.
- Engage with consultation opportunities.
- Discuss learning with their child where appropriate.
- Raise questions or concerns through established school procedures.
- Work collaboratively with the school to support consistency of messages around relationships, health, safety and independence.

17.9 Pupils

Pupils are active participants in their RSHE education and should be supported to contribute to the development of provision wherever possible.

Pupils will be encouraged to:

- Engage positively in learning activities.
- Respect the views, rights and dignity of others.

- Seek support from trusted adults when required.
- Develop increasing independence, self-advocacy and understanding of personal safety.

Appendix I RSHE Curriculum Map (ENG, EXP pathway)

Engaging & Exploring RSHE Curriculum Map

EYFS / Key Stage 1							
Cycle		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		<i>Personal safety</i>	<i>Unique me/ what makes me special</i>	<i>Money</i>	<i>Food, drink and exercise</i>	<i>Friendships</i>	<i>My body and growing up</i>
		Rules to keep us safe (at school, at home, in the community). People who help us and how to seek help.	Things that make me special. Likes and dislikes. Celebrating differences between people.	Exchanging one item for another. Keeping money safe. Different ways of paying for things. Saving and spending.	Different types of food and drink, likes and dislikes. Food and drink sources. Eating to stay healthy. Exercising to stay healthy.	Being a good friend. Getting on and falling out. Managing friendships. Asking for help.	Rec – My body parts.
	Connect	Connecting with others	Embracing the moment	Challenging yourself	Exercise	Giving to others	Self-care
		To begin to understand what connecting with others means with a focus on how I can connect with people that help me To know who helps me at home and how they can help me To know who can help me in an emergency To know how I can contact people when I need their help	To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful seeing To be able to know what the 5 senses are	To begin to understand what it means to challenge myself with a focus on trying something new To try eating a new fruit that I haven't eaten before To try playing a musical instrument that I haven't played before To be brave and put my hand	To begin to develop an understanding of what different parts of the body are called, including those used for exercise To be able to copy pointing or gesturing towards different parts of the body	To begin to understand what giving to others means with a focus on the different helping professions and what they do to help us To begin to be able to understand different ways we can help others To be able to ask for help	To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing my whole body by having a bath or taking a shower
2	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		<i>Online safety</i>	<i>Friends/ getting on with others</i>	<i>Jobs</i>	<i>My feelings and emotions</i>	<i>Families</i>	<i>My body and growing up</i>
		Internet usage and digital devices. Being respectful online. Basic online safety rules.	Being polite and respectful. Sharing and turn-taking.	Different jobs and reasons for those. Important jobs in my community.	Feelings and emotions. Strategies and activities to help support feelings and emotions.	What a family is and who is in our family. Different types of families.	Yr1 – Life cycles.

	Connect	Connecting with others To begin to understand what connecting with others means with a focus on how I can have fun spending time with my family To be able to indicate the activities that I like to do at home and with my family To be able to indicate how it feels to do fun activities at home with my family	Embracing the moment To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful touching To be able to know what the 5 senses are	Challenging yourself To begin to understand what it means to challenge myself with a focus on how I can learn something new To know that I can practice (persevere) to get better at something or achieve my goals	Exercise To begin to develop an understanding that there are different types of exercise/sporting activities To begin to know about the different types of clothing that we need to wear for sport/ exercise	Giving to others To begin to understand what giving to others means with a focus on ways to help at home and with my family To identify different household chores and jobs around the home that I can help with To understand how it makes my parents feel when I help out at home	Self-care To begin to understand what self-care means with a focus on looking after myself physically To begin to learn about different kinds of self-care I can do in different weathers
3	PSHE	Being Me in My World <i>Screen time/ digital resilience</i> Screentime. Wellbeing online.	Celebrating Differences <i>Bullying</i> Kind and unkind behaviour. Recognising bullying and asking for help.	Dreams & Goals <i>Proud to be me</i> What I am proud of. Different strengths and interests.	Healthy Me <i>People who help us stay healthy</i> Teeth brushing and dental health.	Relationships <i>Safe relationships</i> Sharing with others. Naming private body parts. Trusted adults. Different types of adults.	Changing Me <i>My body and growing up</i> Yr2 – Growing up, young to old (animals and humans), changing needs.
	Connect	Connecting with others To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to choose to play with friends who like to do the same things as me To be able to ask my friends to play with me and to know how to respond when they ask me	Embracing the moment To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To begin to be able to name animals/ plants/ nature items that I may see on a nature walk To be able to use some describing words (attributes) for animals/ plants/ nature items To be able to notice items on a nature walk	Challenging yourself To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a library To begin to know about what I can do at a library and who works there To be able to record my memories from the trip to the library and make my personalized record of the visit	Exercise To begin to be able to move my body in different ways, with a focus on dance. To be able to indicate how I feel after exercise (if I need food and drink/ am hungry or thirsty)	Giving to others To begin to understand what giving to others means with a focus on giving to animals and plants To identify giving actions for animals and plants To understand how animals react when we give them treats and look after them and how it makes them feel	Self-care To begin to understand what self-care means with a focus on healthy eating To identify different fruits and vegetables To try eating a variety of different healthy snacks (apples, bananas, berries)

	Key Stage 2						
Cycle		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
I	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		Personal Safety Hazards that may cause harm or injury. Strategies for keeping safe in familiar and unfamiliar places. Basic first aid for injuries. How to call for help (999).	Caring for Others Caring for other people and living things. Showing respect and concern for others.	Achievements & Goals Recognising achievements and personal strengths. Teamwork.	Keeping Healthy & Well Sun safety. Medical professionals and how they can help.	Families Different types of families. Different types of relationships. Family changes.	Body Parts Y3 - The external genitalia and internal reproductive organs in males and females. Opportunity to revisit key themes around public & private and consent & boundaries
	Connect	Connecting with others To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To be able to participate in learning how to play a new game with my friends (e.g., playing hide and seek) To be able to indicate how playing with my friends makes me feel	Embracing the moment To begin to learn how I can embrace the moment with a focus on noticing and savouring the times that I am happy To know how I can use different activities to boost my happiness	Challenging yourself To begin to understand what it means to challenge myself with a focus on how I can learn something new To use a variety of strategies to find out new information To put together a "happiness" book on my special interest based on what I have learnt	Exercise To begin to develop an understanding that there are different sporting activities for different times of the year To begin to be able to select clothing needed for winter outdoor exercise activities To be familiar with knowing that there are different sporting activities for different times of the year	Giving to others To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to discriminate between those materials that can be recycled (e.g., glass, paper, some plastics, cardboard) versus those that cannot To be able to sort rubbish into different recyclable categories	Self-care To begin to understand what self-care means with a focus on keeping myself safe To begin to be able to identify harmful (unsafe) items, substances and situations in the home, in the community and around the school building To begin to be able to remember some

		To be able to ask my friends to play with me and to know how to respond when they ask me					rules to help keep me safe
2	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		Understanding the Internet Use of the internet in daily life. Rights and responsibilities online. Internet content. What is AI?	Diversity & Equality Diversity and personal identity (culture, ethnicity, family, faith, hobbies, likes/dislikes). Different cultures. Respecting different cultures.	Career Aspirations Different jobs, roles and money. Interests, strengths and preferences.	Eating & Moving to Stay Well Good physical health. Making healthy choices. Balanced diet. Planning and preparing healthy meals. How to get health support.	Friendships Positive healthy friendships. Managing friendships.	Life Cycles Y4 – Human life cycles (in preparation for work on puberty)
	Connect	Connecting with others To begin to understand what connecting with others means with a focus on how I can connect to others using non-verbal gestures To be able to imitate non-verbal gestures To be able to identify/label what different non-verbal gestures mean To be able to know which nonverbal gesture to use in different situations	Embracing the moment To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To begin to be able to name animals/ plants/ nature items that I may see on a nature walk To be able to use some describing words (attributes) for animals/ plants/ nature items To be able to notice items on a nature walk	Challenging yourself To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a museum To begin to know about what I can find at a museum and who works there To be able to record my memories from the museum trip and make my personalised record of the visit	Exercise To begin to be able to move my body in different ways, with a focus on completing a simple exercise routine To be able to indicate how I feel after exercise (if I am hungry or thirsty)	Giving to others To begin to understand what giving to others means with a focus on giving to (caring for) animals To be able to identify how animals can be kind to each other To be able to notice when animals like/ do not like what we are doing to them To be able to understand that how we care for animals depends on how their needs change over time	Self-care To begin to understand what self-care means with a focus on looking after myself emotionally To begin to understand that I can try relaxation strategies when I need to rest To try to take part in a relaxing activity- including a simple guided meditation
3	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		Risks & Rules Following game rules.	Getting on with Others Communicating with others. Boundaries.	Saving & Spending Money Making money decisions. Keeping money safe.	Drugs Education Staying healthy.	Consent, Boundaries & Trust Public vs. Private places and body parts/ Consent and boundaries. Acceptable appropriate physical contact. Knowing how and when to seek help.	Puberty

		Being safe online (including AI). Knowing how and when to get help online.	Managing friendships and relationships with others.		Harmful drugs (alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). Managing my health. How to get help with my health.		Y5 - Emotional and physical changes during puberty.
	Connect	Connecting with others	Embracing the moment	Challenging yourself	Exercise	Giving to others	Self-care
		To begin to learn what I can do to connect to others with kindness To be able to decide what is kind and unkind To be able to follow the class friendship code to be a good friend To be able to demonstrate several friendly behaviours, including initiating and responding to greetings	To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful smelling To be able to know what the 5 senses are	To begin to understand what it means to challenge myself with a focus on trying something new in a social situation To be able to try playing a new game To be able to practice in a role play situation, social interactions that are difficult for me or which make me nervous To be able to join in with "show and tell" To try out new roles and responsibilities in the school	To be familiar with different places in the community where you can go to exercise To be familiar with different types of equipment you need for different types of exercise/ different sports	To begin to understand what giving to others means with a focus on ways to be giving at school To identify ways to be able give to others with a focus on giving to my friends To be able to share and take turns with my friends To identify ways to be able to give to others with a focus on helping out at school To be able to take part in helpful activities at school	To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing hands
4	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		Staying Safe Online	Bullying	Using Money to Help Others	Healthy Minds	Safe relationships	How Babies Are Made
		Online and offline communication. Strategies for managing online communication. Recognising online risks.	Different types of bullying. Stereotypes.	Money needs and wants. Money choices.	How my body and brain feel. Self-regulation. Behaviours that support wellbeing. Knowing who to speak with to get help.	Recognising pressure and unsafe requests. Responding safely to adult requests. Trusted adults.	Y6 – Human life cycle and reproduction. Conception and how babies are cared for.

	Connect	Connecting with others	Embracing the moment	Challenging yourself	Exercise	Giving to others	Self-care
		To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to write my name (or select my photograph) to put on my friend's survey sheets and be able to identify from the survey which games my friends like to do best To be able to choose to play with friends who like to do the same things as me To be able to ask my friends to play with me and to know how to respond when they ask me	To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful hearing To be able to know what the 5 senses are	To begin to understand what it means to challenge myself with a focus on being brave and trying something new To be able to learn a new dance/ song or drama routine To be able to perform the dance/ song or drama routine to parents or to the rest of the school	To begin to be able to move my body in different ways, with a focus on yoga To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty/ If I need a snack or a drink)	To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to understand ways that we can travel in a sustainable way and why it is important To begin to understand the importance of active travel (e.g., walking, cycling) To begin to understand the importance of using public transport (e.g., taking the bus, train)	To begin to understand what self-care means with a focus on healthy eating To be able to indicate what my favourite fruit and vegetables are To try eating a new fruit that I haven't eaten before To design a creative healthy snack to eat

Key Stage 3							
Cycle		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
I	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		<i>Online life</i> Online safety – including AI Rights, responsibilities and opportunities online	<i>Different viewpoints</i> Recognising people have different viewpoints	<i>Choices and spending money</i> Making money decisions. Keeping money safe. Items have different values Budgeting	<i>Healthy lifestyles and drugs Physical education</i> Healthy lifestyles – physical activity and balanced diet Importance of sleep	<i>Harmful relationship behaviour</i> Consent Public and private	<i>Puberty & My Changing Body</i> Yr 7 – puberty and managing changes (physical and emotional)

			Accepting different values		Physical harms of smoking tobacco and vapes. Physical harms of alcohol	Harmful behaviours online including bullying Getting help	
	Connect	Connecting with others	Embracing the moment	Challenging yourself	Exercise	Giving to others	Self-care
		To begin to learn what I can do to connect to others with kindness To be able to decide what is kind and unkind To be able to demonstrate several kind behaviours, including initiating and responding to greetings and asking someone to play with me To be able to identify how I feel when someone is kind/ unkind to me	To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness around tasting food To begin to be able to savour every mouthful of my food To be able to notice what the food looks like, its texture, its smell and how the food tastes To be able to use some describing words (attributes) around food	To begin to understand what it means to challenge myself with a focus on how I can be brave To begin to be able to choose if the safe choice is to be brave, or not brave To be able to make brave and safe choices To be able to work towards being brave and conquering my fears when I am in school	To begin to be able to move my body in different ways, with a focus on knowing that gardening can be a type of exercise To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty/ If I need a snack or a drink)	To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to understand 6 different areas where we can help our planet (traveling in environmentally friendly ways, recycling, saving household energy, saving water, putting rubbish in the bin, looking after our wildlife) To be able to spot any rubbish around the school, playground and in the community and to know what to do with it	To begin to understand what self-care means with a focus on healthy eating To be able to identify healthy snacks and unhealthy snacks To be able to indicate what my favourite healthy/ unhealthy snacks are To be able to choose fruits to make a smoothie to drink To try drinking a new smoothie creation that I haven't tried before
2	PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
		Online harms Recognising age ratings and understanding their importance Knowing how to seek help if you see harmful or distressing content online The laws around nude, intimate or sexual image sharing, including AI-generated imagery	Bullying Kind and unkind behaviours Bullying How to get help if witnessing bullying or being bullied	Goal setting / personal qualities Personal values and qualities Identify own adulthood/career aspirations and how to manage feelings Setting targets and goals Identify transferable skills and qualities that will benefit	Mental health and wellbeing How to identify a range of emotions The benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for Wellbeing Loneliness and how	Healthy positive relationships Different relationships including friends, family, peers and romantic relationships Quality of healthy relationships Roles and responsibilities of family members and friends	Puberty & My Changing Body Yr 8 – Puberty and managing changes (physical and emotional)

		When, why and how to report concerns to trusted adults and relevant organisations such as Childline, NSPCC			friendships and community participation can be good for wellbeing How activities contribute to their happiness, anxiety and worry How self-regulation can help manage uncomfortable feelings	negotiation, compromise, and how to reconcile after disagreements, including within families	
	Connect	Connecting with others To begin to learn what I can do to connect with others by being a good friend To be able to recognize different types of teasing and bullying To be able to learn what I can do if I am being bullied or if I see someone else being bullied	Embracing the moment To begin to learn how I can embrace the moment with a focus on being grateful and thankful for the things in my life To be able to indicate what I am grateful for To be able to say “thank you” using a preferred mode of communication	Challenging yourself To begin to understand what it means to act with courage To be able to participate in activities that require me to step outside of “my comfort zone” To know that I can practice (persevere) to get better at something or achieve my goals	Exercise To begin to be able to move my body in different ways, with a focus on yoga To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty/ If I need a snack or a drink) To begin to be able to understand which activities are exercise and which are not and to know that yoga is a type of exercise To begin to understand that exercise is important because it keeps us healthy	Giving to others To begin to understand what giving to others means with a focus on sharing To be able to share with my friends To be able to understand how others feel when I share with them To be able to understand how sharing makes me feel	Self-care To begin to understand what self-care means with a focus on looking after myself emotionally To begin to understand that there are times in our life when we need to look after ourselves more and that certain relaxing activities can help us cope with difficult times. To take part in a relaxing activity- using hand cream To be able to communicate how engaging in a relaxation activity makes me feel
3	PSHE	Being Me in My World <i>Personal safety, risks and influence</i> Taking care of personal belongings and use of mobile phones safely What to do to stay safe in relation in the community increasing independence roads, railways Staying safe going out or with others	Celebrating Differences <i>Celebrating differences, rights and responsibilities</i> Rights and responsibilities as a member of community Understand everyone is equal and different	Dreams & Goals <i>Different types of jobs</i> Different work roles, career pathways The options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process	Healthy Me <i>Keeping well, health services and first aid</i> Dental hygiene Hygiene routines and sun damage Role of pharmacies, health professions, GPs Basic first aid Defibrillators	Relationships <i>Boundaries and consent</i> Consent Romantic and sexual relationships Decision making	Changing Me <i>My Changing Body</i> Yr 9 – Sex education – masturbation, self-examination

		Reducing conflicts and exiting dangerous situations Seekig help for serious concerns		How to manage emotions and pressures relating to options			
	Connect	Connecting with others	Embracing the moment	Challenging yourself	Exercise	Giving to others	Self-care
		To begin to learn what I can do to connect with others by asking questions and giving information To be able to give information (“telling”) in different situations in school and in the community To be able to get information (“asking”) in different situations in school and in the community	To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To be able to notice what a nature item, looks like, its texture, its smell and how it feels To be able to use some describing words (attributes) for nature items To be able to notice items on a nature walk	To begin to understand what it means to challenge myself with a focus on how I can learn a new hobby To have a willingness to try a new hobby that I may not be familiar with	To begin to be able to understand the importance of being physically active To understand that being physically active is important across the lifespan To know how exercise makes me feel To be able to choose some low energy forms of exercise that I like to do	To begin to understand what giving to others means with a focus on being kind to others To be able to demonstrate simple acts of kindness, including making a picture or a craft item for a special person To know to say “thank you” when someone is kind to me	To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on brushing teeth

Key Stage 4						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
I	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me

	<i>Online life</i>	<i>Equality</i>	<i>Economic wellbeing</i>	<i>Keeping well, health services, first aid and drugs education</i>	<i>Healthy positive relationships and boundaries and consent</i>	<i>Reproductive health and fertility</i>
	Online habits – managing screen time Healthy and unhealthy online content and habits Misinformation	Rights and responsibilities. Respectful relationships (in school, workplaces, public spaces, the community, online).	Budgeting skills.	Health services. Basic first aid. Drugs education – safe and unsafe substances.	Positive self-image and wellbeing Healthy relationships Communication in relationships.	Y10 - Developing increase independence related to my changing body (e.g. personal care, intimate care, menstruation)
2	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
	<i>Online risks and harms and personal safety</i>	<i>Harmful online behaviours/content</i>	<i>Careers education – aspirations, learning and work</i>	<i>Mental health and healthy lifestyles</i>	<i>Harmful relationship</i>	<i>Sex Education</i>
	Pictures and videos of bodies are private Real / not real images and videos Safe sharing of information Harmful online content Body privacy, safe touch, consent, trusted adults Personal safety in the community – saying no, trusted adults vs strangers Good friend / bad friend Recognise, respond, report	Use of the internet – connecting with other people Real/not real True / not true My information should stay private Needs vs wants Healthy routines linked to screen time Tricks and trends can be played on you	Knowing myself Building independence Contributing to my community Preparation for work Making informed choices Self-advocacy	Recognising feelings Building resilience Seeking support Healthy lifestyles Personal wellbeing Keeping safe	Harmful relationship behaviours and boundaries and consent My body, my rights and my choices Safe relationships Consent and communication Recognising unhealthy relationships Seeking help and reporting concerns Respecting differences and diversity	Y11 - Body autonomy and rights Consent and communication Healthy relationships Personal safety Health and wellbeing Knowing where to get help

Key Stage 5						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me

	<i>Managing Risks & Personal Safety</i> Safe travel – roads, public transport, cars. Making 999 call in an emergency, what to say when asking for help. Simple first aid, seeking first-aid support in the community.	<i>Inclusion, Bullying & Discrimination</i> Celebrating differences Respecting others Asdan - Coping with People TISM01	<i>Aspirations, Learning & Work</i> Making choices. Following visual schedules. Preparing for activities with increased independence. Different types of workplaces.	<i>Healthy Lifestyles</i> Accessing different types of healthcare services. Balanced diet and planning healthy meals. Building skills and tolerance to access healthcare.	<i>Boundaries & Consent</i> Giving and seeking consent (in school, in the workplace, in the community). Asdan - Relationships TISM40	<i>My Developing Adult Body</i> Y12 - My young adult body. Growing and changing. Increasing independence, e.g. shaving, changing a pad, applying deodorant, showering... Public and private.
2	Being Me in My World <i>Online Life & Online Harms</i> Safe sharing online Social media Asdan - E-Safety TISM69	Celebrating Differences <i>Inclusion, Bullying & Discrimination</i> Bullying Peer pressure Asdan - Coping with People TISM01 (Continued)	Dreams & Goals <i>Aspirations, Learning & Work</i> My skills for the workplace Creating basic CVs Reflecting on own skills and qualities Contact Clair Hogg DWP School Advisor for CV workshops CLAIR.HOGG@DWP.GOV.UK	Healthy Me <i>Drug Education</i> Medicines – over the counter and prescription medicines How alcohol affects the body and mind	Relationships <i>Healthy, Positive Relationships</i> Appropriate behaviour for different types of relationships Personal safety in response to different kinds of relationships Asdan - Relationships TISM40 (Continued)	Changing Me <i>Parenthood</i> Y13 – Body changes across life stages (child – adult – older adult); bodies can make babies Things that change how our bodies work (e.g. smoking, health) Different types of families, caring responsibilities
3	Being Me in My World <i>Online Life & Online Harms</i> Public versus private images Simple, rule-based safety (what must not be taken or shared online; how to	Celebrating Differences <i>Inclusion, Bullying & Discrimination</i> Recognising bullying or harassment Understanding that same rules apply everywhere (in school, at	Dreams & Goals <i>Economic Wellbeing</i> What money is used for Keeping money safe Where money is kept (bank, card, app) Using a bank card	Healthy Me <i>Mental Health & Wellbeing</i> Building and maintaining positive mental health – things that	Relationships <i>Harmful Relationship Behaviours</i> Unsafe influences and unwanted behaviour and key rules to stay safe Recognising abuse (physical harm, emotional	Changing Me <i>Sexual Health</i> Y14 - Relationships that can lead to pregnancy Ways to prevent pregnancy

	respond if asked to share private pictures) How pictures can be changed by technology Responding to harmful content - "STOP - CLOSE - TELL" Asdan - E-Safety TISM69 (Continued)	work, in the home or community) How to seek support ("TELL - SHOW - STAY SAFE"); trusted adults Supporting others safely Asdan - Coping with People TISM01 (Continued)	Recognising cash, card, contactless Money in vs money out – linked to life transitions	help us feel OK, self-regulation strategies Recognising changes in wellbeing and managing transitions Common mental health issues and strategies to manage Seeking help and support - "TELL - SHOW - STAY"	harm, sexual harm, neglect) Response strategy – "NO - MOVE - TELL" Reporting and getting help - "TELL - STAY - KEEP TELLING" Unsafe people Asdan - Relationships TISM40 (Continued)	Reducing risk of infection Help-seeking and self-awareness
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Appendix 2 RSHE Curriculum Map (EST pathway)

Establishing Curriculum Pathway Curriculum Map

EYFS / Key Stage 1						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Being Me in My World (3-5)	Celebrating Differences (3-5)	Dreams & Goals (3-5)	Healthy Me (3-5)	Relationships (3-5)	Changing Me (3-5), (5-6), (6-7)
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	(3-5) Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
2	Being Me in My World (5-6)	Celebrating Differences (5-6)	Dreams & Goals (5-6)	Healthy Me (5-6)	Relationships (5-6)	
	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	(5-6) Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition (6-7)
3	Being Me in My World (6-7)	Celebrating Differences (6-7)	Dreams & Goals (6-7)	Healthy Me (6-7)	Relationships (6-7)	
	Hopes and fears for the year Rights and responsibilities Rewards and consequences	Assumptions and stereotypes about gender Understanding bullying	Achieving realistic goals Staying healthy to achieve goals	Motivation Healthier choices Healthy eating and nutrition Safety in the home	Different types of family Physical contact boundaries Friendship and conflict Secrets	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)

	Safe and fair learning environment Valuing contributions Choices Recognising feelings	Standing up for self and others Making new friends Celebrating difference and remaining friends	Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Safety out and about Medicines	Trust and appreciation Expressing appreciation for special relationships	Assertiveness Preparing for transition
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Key Stage 2						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Being Me in My World (7-8)	Celebrating Differences (7-8)	Dreams & Goals (7-8)	Healthy Me (7-8)	Relationships (7-8)	Changing Me (7-8), (8-9), (9-10), (10-11)
	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	(7-8) How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition (8-9)
2	Being Me in My World (8-9)	Celebrating Differences (8-9)	Dreams & Goals (8-9)	Healthy Me (8-9)	Relationships (8-9)	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends	

	Group decision-making Having a voice What motivates behaviour	Problem-solving Identifying how special and unique everyone is First impressions	contributions Resilience Positive attitudes	Assertiveness Peer pressure Celebrating inner strength	Showing appreciation to people and animals	(9-10) Self- and body image Influence of online and media on body image Puberty for girls
3	Being Me in My World (9-10)	Celebrating Differences (9-10)	Dreams & Goals (9-10)	Healthy Me (9-10)	Relationships (9-10)	Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online, online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	(10-11) Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent
4	Being Me in My World (10-11)	Celebrating Differences (10-11)	Dreams & Goals (10-11)	Healthy Me (10-11)	Relationships (10-11)	Boyfriends/girlfriends Sexting Transition
	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	

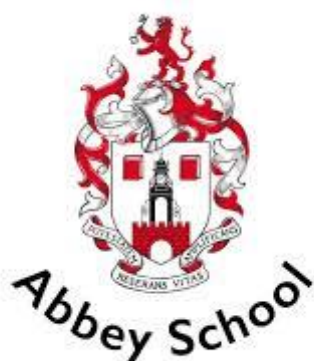
Key Stage 3						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
I	Being Me in My World 11+	Celebrating Differences 11+	Dreams & Goals 11+	Healthy Me 11+	Relationships 11+	Changing Me 11+, 12+, 13+
	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when	Mindfulness, nutrition and exercise, sleep, stress, health protection and healthcare	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs	11+ Puberty changes, reproduction facts, menstrual cycle,

	pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming-safety and financial risks	negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	systems, substances (nicotine and caffeine)	reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
2	Being Me in My World 12+	Celebrating Differences 12+	Dreams & Goals 12+	Healthy Me 12+	Relationships 12+	12+
	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and oAline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
3	Being Me in My World 13+	Celebrating Differences 13+	Dreams & Goals 13+	Healthy Me 13+	Relationships 13+	13+
	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and offline, social media, abuse and coercive control	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, nonconsensual behaviours, changemakers	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines

Key Stage 4						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Being Me in My World 14+	Celebrating Differences 14+	Dreams & Goals 14+	Healthy Me 14+	Relationships 14+	Changing Me
	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Y10 - Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships
2	Being Me in My World 15+	Celebrating Differences 15+	Dreams & Goals 15+	Healthy Me 15+	Relationships 15+	Changing Me
	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated	Equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting,	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS,	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community,	Y11 - Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, virginity testing and hymenoplasty, physical

	with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting		developing resilience, types of technology and how it can help us to reach our future goals	endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and gaming help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	and emotional changes, family change, sources of support
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Appendix 3: RSHE Parent Letter



[Date]

Dear Parent/Carer,

Relationships, Sex and Health Education (RSHE)

At Abbey School, we are committed to supporting every pupil to develop the knowledge and skills they need to stay safe, be healthy, and build positive relationships throughout their lives. As part of this, we provide Relationships, Sex and Health Education (RSHE), which is a statutory part of the curriculum for all pupils.

Given the complex needs of our pupils, our RSHE curriculum is carefully adapted and personalised to ensure it is accessible, appropriate and meaningful for each child. Teaching is delivered at a pace and level suited to pupils' understanding, communication needs and developmental stage, and is delivered by staff who know them well.

What we teach

- Relationships Education – friendships, family relationships, personal boundaries, and staying safe (including online safety)
- Health Education – personal hygiene, physical health and safety, emotional wellbeing and understanding changes as children grow
- Sex Education (non-statutory in primary) – simple, sensitive teaching about body changes, privacy, and reproduction, adapted to pupils' needs and understanding

Where appropriate, aspects of sex education are also delivered to secondary pupils. These are tailored to pupils' cognitive and emotional development and taught with a strong emphasis on safety, dignity and respect.

Please refer to the attached curriculum map for further details of the curriculum content for your child's phase.

Right to withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory sex education elements of RSHE.

Please note:

- There is no right to withdraw from Relationships Education or Health Education, as these are compulsory for all pupils.

- Any sex education delivered outside of the National Curriculum for Science is optional and subject to parental choice.

How to request withdrawal

1. Submit your request in writing or by email to the Principal at office@abbeyschool.com.
2. A member of staff will contact you to discuss your request and ensure you understand the content and how it is adapted for your child. You are warmly welcomed to view teaching materials and discuss teaching approaches with an appropriate member of the staff team.
3. Following the discussion, your request will be confirmed in writing.

We strongly encourage parents and carers to speak with us before making a decision, as we can provide further information about how the curriculum is delivered in a sensitive and personalised way for pupils with complex SEND.

Working in partnership

We understand that RSHE can be a sensitive area, particularly for families of children with complex needs. We value the important role families play in supporting children's understanding of relationships, health and personal development. If you would like to see our RSHE policy or discuss how learning is tailored for your child, please do not hesitate to contact the school office.

Yours sincerely,

Rachel Bruce & Sophie Fielding

RSHE Subject Leads