

	The Gregg Schools Trust Proprietor of The Gregg School	Document Owner: Head of PSD/PSHE Lead
	Relationships & Sex Education (RSE) Policy	Reviewed: June 2026
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Reviewed and ratified by: Dates of Consultation with parent body..... Education and Safeguarding Committee.....	Ratified: 29 th September 2026	
Review frequency: 1 year <i>(or as necessary in line with updates or incidents)</i>	Date of next Review: September 2027 <i>(or as necessary in line with updates or incidents)</i>	

The Gregg Schools Trust ("The Trust") is the parent company of The Gregg Schools, and for the purposes of the Independent Schools Standards Regulations (ISSRs) is identified as the Proprietor.

From the date of this policy until 31st August 2026, the Trust operated two schools:

- The Gregg Preparatory School in Winn Road, Southampton - a co-educational day school and pre-school for 4 to 11 year olds.
- The Gregg School at Townhill Park House, Townhill Park, Southampton - a co-educational day school for 11 to 16 year olds. This school is situated in buildings and grounds owned by the Trust.

From 1st September 2026, the two schools will merge onto the Townhill Park House site and the Winn Road building will close. As such, a material change will take place.

The Gregg School ('the School') will become an all-through school, providing high quality education for students aged 4 to 16 years.

This policy and procedure is applicable to all members of staff at both schools through until 31 August 2026, and continues to be applicable to all staff at the all-through school from 01 September 2026.

Rationale:	This policy has been created in line with the statutory guidance provided in <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education</i> . Statutory Guidance 2025
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1. Definition

RSE at The Gregg School aims to provide students with the information they need to enable them to develop healthy, nurturing relationships of all kinds, not just intimate ones.

RSE at The Gregg School is a progressive subject which allows students to develop and grow their knowledge and understanding of relationships, enabling them to know what healthy relationships look like at all levels from friendships, working relationships, marriage and other types of committed relationships.

RSE at The Gregg School aims to teach students to understand human sexuality and to respect themselves and others enabling them to mature and develop their own confidence and self-esteem whilst building respect for others.

Throughout the Preparatory and Senior Schools, RSE supports pupils' personal development, emotional literacy, health, wellbeing and understanding relationships. Pupils are supported in understanding themselves, and others, managing emotions, developing resilience and making safer and informed choices.

The Relationship, Sex and Health Education (RSHE) Guidance (July 2025) states that RSE *'is important for promoting and protecting the wellbeing of all children'* and to educate students about the impact positive relationships have on their whole wellbeing whilst enabling them to recognise unhealthy relationships and empowering them to manage such situations.

RSE at The Gregg School is integral to the school's Guiding Principles:

- Realising Personal Best
- Valuing All
- Enriching Experiences

RSE is delivered through a progressive curriculum from the Preparatory School through to the Senior School. In the Preparatory School, Relationships and Education are taught through the wider PSHE curriculum. Within the Senior School, PSHE is referred to as Personal and Social Development (PSD).

2. Statutory Requirements

Under the Independent Schools Standards Regulations, it states that PSHE (PSD at the Senior School) should *'reflect the schools aims and ethos'* and should *'encourage respect for other people'* including the nine protected characteristics under the Equality Act of 2010.

This document and the RSHE Guidance have been used to develop a curriculum that ensures respect is built and developed across all areas of the RSE curriculum.

Relationships Education and Health Education are statutory for all primary-aged pupils and are delivered through the Preparatory School PSHE curriculum. Sex education in primary schools remains non-statutory, although aspects of human development and reproduction are taught in line with the statutory science requirements.

In the Senior School, Relationships and Sex Education is delivered in accordance with statutory guidance and the Independent School Standards Regulations.

The Departmental Advice to schools states *‘schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.’* It also states that, *‘schools will need to ensure that the way in which issues are taught does not subject individual students to discrimination.’*

Therefore, The Gregg School teaches a wide-ranging, evolving curriculum for RSE, this includes a number of challenging ideas which are taught in an inclusive and non-discriminatory fashion.

Other documents used and referenced when writing this policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2026)
- Equality Act 2010
- SEND Code of Practice (2014)

3. Policy Development

This policy has been developed in consultation with staff, pupils, parents and Trustees. The process is as follows:

- REVIEW – PSHE/RSE leads, Head of Department and SLT work together to collate relevant information and guidance both locally and nationally.
- STAFF CONSULTATION – a small working group of staff were given the opportunity to look at the policy and make recommendations.
- PARENT CONSULTATION – The policy is shared with parents via our fortnightly Newsletter. Parents have been asked to offer feedback on the policy via email to the Head of PSD.
- PUPIL CONSULTATION – consultation with pupils through anonymous pupil surveys to investigate what pupils want to gain from their RSE education.
- RATIFICATION – amendments made and the policy was shared with the school’s governing body and ratified.

4. Course Content

The RSE curriculum will be developed to respond to the needs of the pupils by providing them with the opportunity to develop a curriculum that is tailored to suit their needs. Pupil Voice surveys and in class audits provide the direction for the 2026-27 curriculum alongside local and national information and guidance to assess which topics pupils would most benefit from receiving in their PSD and RSE lessons. The RSE and PSD curriculum has also been developed to deliver the statutory teaching outlined in the RSHE Guidance (July 2025).

Following the RSHE Guidance and the requirements of the Independent Schools Standards Regulations (September 2022) the following areas of focus have been identified:

- Families
- Respectful relationships
- Online safety and awareness
- Personal safety (including sexual harassment, sexual violence, and consent)
- Intimate sexual relationships and sexual health

In the Preparatory School, Relationships and Health Education are delivered through the wider PSHE curriculum.

Children learn about

- Families and caring relationships
- Friendships and respectful behaviour
- Boundaries and consent
- Online relationships and staying safe online
- Emotional wellbeing and healthy lifestyles
- Personal safety and trusted adults
- Puberty and changing bodies
- Human reproduction in Form 6

The Preparatory School uses the Jigsaw PSHE programme as shown in Appendix 1 to provide a structured and progressive curriculum. The curriculum follows a spiral approach, revisiting key themes each year with increasing depth, ensuring learning builds over time.

The six Jigsaw units are:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

In the Senior School, RSE is delivered through the PSD curriculum as shown in Appendix 2 which covers the topics outlined in the PSHE Association's thematic scheme of work (Appendix 3). Topics covered include:

- Healthy and respectful relationships
- Consent
- Making choices related to physical health
- Understanding mental health
- Puberty and menstrual health
- Personal safety including first aid
- Sexual health

In the Department for Education's Departmental Advice to schools it is stated that, 'Schools are free to include a full range of issues, ideas and materials in their syllabus, and to

expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic'. It also states 'schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.' Therefore, The Gregg School teaches a wide-ranging PSD and RSE curriculum (see Appendix 2), which includes a number of challenging ideas, taught in a safe, inclusive, and non-discriminatory way.

All the materials used in PSD lessons are in line with the RSHE Guidance and the Keeping Children Safe in Education (2026) guidance, and are quality assured by the PSHE Association (see Appendix 3) or recommended within the statutory guidance.

The RSE curriculum forms part of the school's wider safeguarding strategy and helps pupils recognise abuse, exploitation, unhealthy relationships, coercive behaviour and online harms. Pupils are taught how and when to seek help from trusted adults. Pupils are also taught how to stay safe online, including learning about online grooming, pornography, sharing of sexual images, coercion, online misogyny and harmful online influences. These themes are taught sensitively and in an age-appropriate way, ensuring that learning is tailored to pupils' developmental stage and delivered in accordance with statutory guidance.

5. Accessibility, Equality & SEND

In accordance with the Equality Act 2010, The Gregg School is dedicated to ensuring that all aspects of the curriculum are accessible to all students, regardless of race, religion, gender, sexuality, ability, disability or SEND and this includes Personal Social Development and the RSE Curriculum.

When planning and delivering the curriculum we work in conjunction with the Student Support Department and take into consideration the SEND Code of Practice 2024 to ensure the curriculum is accessible to all students. We also take into consideration the religious and cultural backgrounds of all students when teaching RSE. These considerations and the personalised needs of our students are particularly pertinent in PSD and RSE as some are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND or upbringing. It is essential that the RSE curriculum is accessible and that reasonable adjustments are made for specific students where required.

The Gregg School is committed to developing an RSE and PSD Curriculum that makes every student feel included, valued and is relevant to them and their needs. An inclusive curriculum seeks to challenge all forms of discrimination and prejudice, to promote equality, inclusion and social justice alongside understanding and respect as outlined under the Equality Act 2010. This underpins the guiding principles of the Curriculum Policy of Realising Personal Best; Valuing All and Enriching Experiences.

Across both the Preparatory and Senior Schools, a wide range of family structures are represented, including single-parent, adoptive, foster, blended and same-sex parent families. All families are valued equally, with emphasis placed upon love, care, stability and respect.

The Gregg School considers that secondary school age students are mature enough to discuss LGBT+ issues, and therefore these topics are addressed from Year 7 onwards

through our spiral teaching structure. The RSHE Guidance (2025) states that students *'should learn about protected characteristics, including sexual orientation and gender reassignment', 'the features of stable and healthy same-sex relationships'*, and learn facts about sexual health in a way that is inclusive to all sexualities and those who are gender questioning. This ensures that teaching about LGBT+ issues is sensitive and age-appropriate in both approach and content.

RSE at The Gregg School is also designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. These issues are taken seriously and we ensure content regarding gender equality, LGBTQ+ equality as well as identifying and reporting sexual harassment and sexual violence are embedded within the curriculum.

6. Delivery of RSE

RSE is delivered across a range of subjects within The Gregg School.

In the Preparatory School, Relationships and Health Education are primarily delivered through weekly PSHE lessons taught by class teachers using the Jigsaw PSHE programme. Pupils receive one hour of PSHE teaching each week. Learning is reinforced through assemblies, pastoral care, behaviour expectations and wider school life."

In the Senior School, the main body of the teaching takes place within the Personal, Social Development (PSD) curriculum. Biological aspects of RSE take place through the Science Curriculum and other aspects are included in Religions and Ethics, Physical Education and Computing.

Elsewhere, aspects of the RSE curriculum will arise in various different subjects; when this does happen, they will be addressed in a thoughtful, sensitive manner by members of staff using their professional judgement. Discussions over such content and methods of teaching can also be discussed with the Head of PSD.

In the Senior School, the PSD curriculum is delivered across two 50-minute lessons per fortnight alongside some content in tutor times. Students will also attend workshops and take part in whole school initiatives on important themes, each delivered in age-appropriate contexts. Students are generally taught in mixed ability groups set according to their English groups as per the timetable.

For the most part, our curriculum has been developed to build upon the themes of previous years and will follow this spiralling educational programme throughout. Appendix 2 shows the PSD Curriculum Map. Lessons, topics and schemes of work may change in response to events or need. This allows us flexibility to address the needs of our students but also to address and respond to national and international events as necessary. Details of specific lesson content can be found in the specific Schemes of Work for each topic. Parents and carers can request more information by contacting Mrs M Upson-Dowie at mdu@thegreggschools.org.

7. Roles and Responsibilities

RSE and PSD are overseen by the Head of Department, Mrs M Upson-Dowie, who is line managed by Mrs L Clifton (Designated Safeguarding Lead).

The majority of teaching within the PSD department is undertaken by our Head of PSD, Mrs M Upson-Dowie. Other teachers also teach some classes, these include:

- Mr P Bartlett (Year 10)
- Mrs H Crowther (Year 10 and 11)
- Miss S Gibbs (Year 10)
- Mrs K Gibbs (Year 10)
- Mrs K Walker (Year 11)
- Mrs H Hillyear (Year 11)

In house training and support will be offered to staff upon their request. The school has access to the Jigsaw PSHE Community Portal, PSHE Association and other training organisations including National Online Safety where staff can source training on delivery of RSE topics.

All staff are responsible for:

- Delivering the RSE curriculum in a factual and sensitive way
- Establishing and enforcing ground rules to create a safe and respectful learning environment
- Modelling positive attitudes to RSE
- Monitoring and reporting progress
- Responding to the needs of individual students and adapting lessons according to the needs of students in their classes
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of the RSE curriculum.
- Following up any concerns regarding child protection following the school's procedures.

Questions within RSE are seen as a positive sign that students are engaged in what they are being taught and feel able and comfortable to express and extend their knowledge and understanding in these topics. Teachers will try to answer student's questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come into play. Students will have the opportunity to ask questions freely within lessons but also anonymously through a question box allowing students to ask questions freely without need to identify themselves in asking the question. Where a question is relevant to the whole class it will be answered within this setting, however there may be questions which are not appropriate for such situations, these will be addressed outside of the classroom.

Teachers will not be expected to answer personal questions or express personal views or beliefs about themselves or to ask personal questions of their students. Topics should be generalised so as to anonymise subject areas allowing for students to freely and openly discuss RSE topics. This open approach prevents students from learning inaccurate or harmful information. Furthermore, by doing this in class it helps to reduce the stigma and shame that can surround some areas of the curriculum. This follows the requirement of the Department for Education that curriculum content '*should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe*

environment. Furthermore, teaching will ensure it uses factual, scientific and/or medical vocabulary where appropriate, for example when teaching about body parts.

Students

Students are expected to engage fully in RSE and treat others sensitively and with respect. Student Voice is important at The Gregg School and is used to evaluate the relevance and how engaging RSE is to their lives.

Schemes of Work embed Student Voice practices to enable students to express their views on the topics covered to ensure they listen to other opinions and evidence, reflect on their own perspectives and take a broad view of the topic. We believe all student voices should be heard but that those that are hurtful, offensive or exclusionary do not dominate and are addressed. The aim is to promote a culture of inclusion, diversity and social justice.

8. Parent's Right to Withdraw

The Gregg School believes that a successful RSE curriculum involves parents and the school working closely together. Parents can play an important part in RSE through exploring discussions at home that have taken place in school. If parents share concerns or special circumstances regarding RSE that the school should be aware of, or if they require further information about the curriculum or lesson content, we ask them to please contact the Head of PSD Mrs M Upson-Dowie (MDO@thegreggschools.org).

In the Preparatory School, sex education beyond the statutory science curriculum is taught in Year 6 and parents have the right to request that their child be withdrawn from these aspects of learning.

Parents do not have the right to withdraw their child from any aspect of the relationships aspect of the curriculum or the statutory science curriculum including topics related to puberty or sexual reproduction. The RSHE Statutory Guidance states that *'relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe'*.

In the Senior School, parents have the right to request their child is withdrawn from some or all of the sex education aspect of the statutory RSE curriculum up until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, The Gregg School will ensure the student receives sex education during one of those terms.

Prior to such a request of withdrawal is granted parents should put into writing, to the Headteacher (Mrs S Sellers) and Head of Department (Mrs M Upson-Dowie), reasons regarding why they wish for their child to be withdrawn. Following receipt of such a request a meeting will be arranged between Mrs Sellers, Mrs Upson-Dowie and the parents in order to discuss the benefits of receiving this important education and any detrimental effects withdrawal may have on the child. Furthermore, we will ensure parents are aware that we cannot guarantee that students will not discuss these topics outside of the safe classroom environment; the information they receive from peer or external sources may not provide

the correct information. The Gregg School will record such conversations and requests and store on file.

If a parental request is accepted The Gregg School is responsible to ensure the student receives appropriate, purposeful education during the period of withdrawal.

9. Monitoring and Review

The delivery of RSE is monitored by the PSHE/PSD Leads – Mrs M Upson-Dowie and Mrs C. Gates - through:

- Work scrutiny
- Learning Walks
- Scheme of work development
- Line management and department meetings

This policy will be reviewed and amended by Mrs M Upson-Dowie, Mrs C. Gates, SLT and governors annually and/or when there are changes to the DFE's RSE statutory guidance.

The lead Governor responsible for monitoring the delivery of the RSE curriculum in 2026-7 is Anne Hendon-John.

Appendix 1: Jigsaw curriculum overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 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	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	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 New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	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 The importance 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 and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTR internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	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	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: PSD curriculum overview

THE GREGG SCHOOL – PERSONAL SOCIAL DEVELOPMENT				CURRICULUM OVERVIEW 2025 - 2026		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
YEAR 7 -	Transition and Safety Transition to secondary school, Personal safety both inside and outside of school including basic first aid	Friendships New friendships, healthy friendships, dealing with conflict, bullying, banter	Diversity Diversity, prejudice and discrimination	Healthy lifestyle Healthy routines, influences on health, impact of alcohol, smoking, vaping and caffeine	Developing bodies Reproduction, physical and mental changes during puberty, menstrual health, personal hygiene	Financial Decision Making Saving, borrowing, budgeting and making financial choices
YEAR 8 -	Healthy Relationships Healthy and unhealthy relationships, consent, sexual orientation and gender identity, 'sexting', stereotypes, and introduction to contraception.	Digital Literacy Managing online relationships, risks of social media, staying safe online.	Discrimination Discrimination in all forms including racism, religious, disability, sexism, homophobia, transphobia	Emotional Wellbeing Mental health and emotional wellbeing including body image and coping strategies	Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Quality of opportunity in careers and life choices, different types of work and patterns of work.
YEAR 9 -	Healthy friendships Healthy and unhealthy friendships, bullying, abuse, navigating online friendships.	Peer influence, substance misuse, and gangs Peer influence, coercive control, sexual and criminal exploitation, gangs and substance abuse.	Setting goals Learning strengths, careers options & Goal setting as part of the GCSE options process	Healthy lifestyle Diet, exercise, lifestyle, sleep, balance and healthy choices, first aid.	Health protection and prevention Infection prevention, making independent lifestyle choices, managing influences from the media, <u>recognising</u> signs of cancer, <u>self examinations</u> , accessing healthcare.	Financial wellbeing Saving, budgeting, bank accounts, making financial choices, risks of gambling.
YEAR 10 -	Mental health Mental health stigma, safeguarding health, including during periods of transition or change	Recognising mental ill health Stress, anxiety, panic disorder, depression, <u>self harm</u> , eating disorders, accessing healthcare services.	Healthy relationships <u>Relationships</u> and sex expectations, pleasure and challenges, including the impact of the media and pornography, conflict resolution and abuse	Exploring influence The influence and impact of social media and how to manage your online feed.	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Employability and preparing for work experience Employability and professionalism. Preparation for work experience placement.
YEAR 11 -	Next steps Application processes, and skills for further education, employment and career progression	Managing stress and revision Recognising and dealing with stress, how to revise, preparing for mock exams.	Financial decision making Money management, budgets and the impact of financial decisions.	Sexual relationships Consent, contraception, STIs, pregnancy options, accessing healthcare services.	GCSE revision and examinations start	GCSE Examinations

Appendix 3: PSHE Association Curriculum overview

Secondary PSHE education | Long-term overview

Statutory RSHE

Statutory RSHE

Economic Wellbeing & Careers

Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Emotional wellbeing: managing change and transition	Friendship and bullying	Families and changing relationships	Puberty and keeping safe	Influences on relationships	Financial decisions
Year 8	Health and wellbeing	Personal safety and managing risk	Belonging and community	The online world	Healthy and unhealthy relationships	Managing money
Year 9	Mental health and wellbeing	Careers and future choices	Drug education	Managing risk in relation to the law	Intimate sexual relationships	Navigating online harms
Year 10	Independence, health choices and wellbeing	Navigating the online world	Friendship, diversity and challenging extremism	Managing influence	Exploring consent and recognising abuse	Study, work and careers
Year 11	Life-long wellbeing	Drugs and personal safety	Safe relationships and sexual health	Families, fertility and pregnancy	Online financial harms	

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