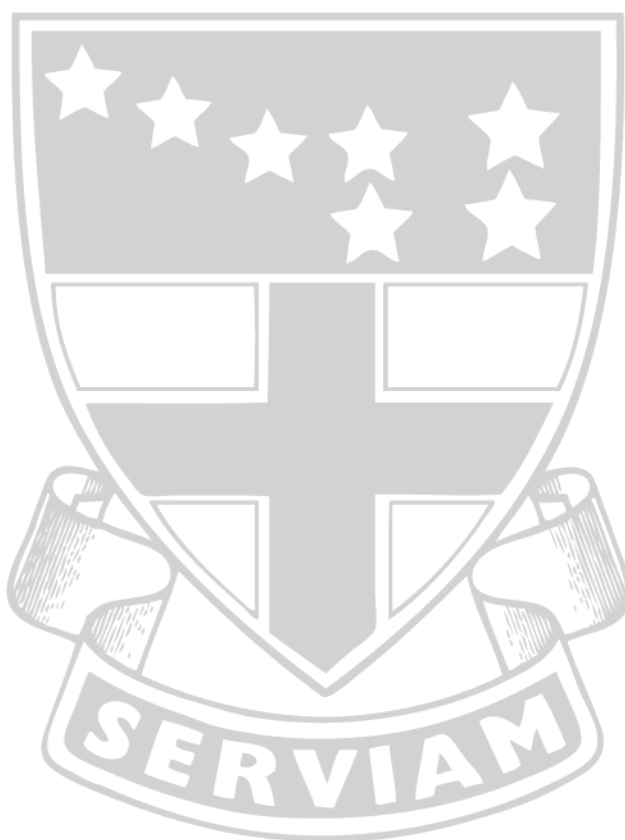




RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY



Date of Review: July 2026

Date of Next Review: March 2027

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

This policy recognises the national guidance for implementation from September 2026.

Relationships, Sex and Health Education (RSHE) has been a statutory part of the secondary school curriculum since September 2020. This policy reflects the revised Department for Education statutory guidance published in 2025, which schools are required to have in place by September 2026. It also reflects Newham Local Authority expectations and the outcomes of borough-wide consultation coordinated through the Newham RSHE Partnership.

This policy reflects the ethos and values of the school community and has been shaped through consultation with students, parents and carers, staff and governors. The policy should be read alongside the Department for Education statutory guidance for RSHE (2025), *Keeping Children Safe in Education*, the Equality Act 2010 and the Public Sector Equality Duty.

SCHOOL MISSION STATEMENT

St Angela's School is part of the Ursuline tradition, which has as its hallmark the pursuit of the highest standards possible in education.

At St Angela's RSHE forms a central part of wider personal development provision and is a key element of the school's approach to safeguarding, wellbeing, behaviour, attendance and preparation for adult life. In secondary school, RSHE builds on the statutory learning delivered in primary education and responds to the increasingly complex social, emotional and physical experiences of adolescence. This includes learning about relationships and intimacy, consent and the law, exploitation and abuse, online behaviour, mental wellbeing, substance use and physical health, alongside the development of the knowledge, language and skills needed to manage risk, seek help and make informed decisions.

Through our curriculum and community life, we seek to meet the needs of the whole person and to enable all to achieve their full potential. We do this in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the service of young people, which will empower them to play their full part in society.

In light of this we aim to;

- recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- ensure that equality of opportunity is available to all;
- welcome, value and respect all who come to the school;
- provide opportunities for experiencing the fullness of Catholic life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths;
- build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness;
- promote dialogue and co-operation with the wider community.

RSHE is part of the school curriculum and sits alongside the National Curriculum for Science. It is delivered through a planned and sequenced programme of learning and reinforced through wider school culture, safeguarding practice and cross-curricular links. The school recognises that RSHE is within the scope of Ofsted inspection through safeguarding, personal development, behaviour and attitudes, and spiritual, moral, social and cultural development.

Our RSHE provision is designed to be accurate, developmentally appropriate, student-sensitive and evidence-based. It promotes safety, respect and responsibility and prepares students for the opportunities, responsibilities and challenges of adult life. RSHE supports students to develop self-respect, empathy, resilience and confidence, and enables them to form and maintain healthy, respectful and safe relationships.

RSHE plays a key role in strengthening safeguarding through preventative education and early help. It supports students to develop the knowledge, understanding and language needed to recognise risk, understand boundaries and consent, and seek help for themselves or others at the earliest opportunity. RSHE also supports positive mental wellbeing and physical health and contributes to students' spiritual, moral, social and cultural development.

Implementation, Dissemination and Review of Policy

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office.

STATUTORY CURRICULUM REQUIREMENTS

By law, secondary schools must teach Relationships Education, Sex Education and Health Education. These subjects form part of the basic school curriculum and must be delivered in accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the Department for Education statutory guidance 2025.

However, the reasons for our inclusion of RSHE within our curriculum go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn. 10.10)

We are involved in relationships, sex and health education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic

Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationships and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

The statutory guidance makes clear that RSHE should be delivered through a whole-school approach, should be responsive to local safeguarding priorities, and should be taught by staff who are appropriately trained and supported. Teaching should be factual, age-appropriate and sensitive and should provide students with opportunities to ask questions in a safe environment.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

RSHE sits alongside the National Curriculum for Science and is delivered through a planned programme of learning delivered through our Rise Up Days. It is also reinforced through other curriculum areas including *English, PE, and computer science*. RSHE is therefore carefully mapped across all aspects of school life to ensure that statutory content is fully covered, learning is coherently sequenced and safeguarding messages are reinforced consistently.

Consultation

Statutory requirement for consultation

The Department for Education requires schools to consult with parents and carers when developing and reviewing their RSHE policy. Consultation is a statutory expectation and is intended to ensure transparency about what is taught, why it is taught, when it is taught and how it is taught. This includes how the school approaches sensitive topics and how requests for withdrawal from sex education are managed. Consultation supports trust and constructive partnership with families and enables the school to refine policy and practice in

response to the needs of its community, while remaining fully compliant with safeguarding duties and the law.

Borough-wide consultation

In advance of the introduction of statutory RSHE in 2020, and again in preparation for the revised guidance in 2025–26, borough-wide consultation was undertaken in Newham. This involved students and young people, parents and carers, community and faith groups, teachers, school leaders, governors, Ofsted representatives and the Newham Local Authority. This work was led by the Newham RSHE Partnership and informs borough-wide expectations and model policy approaches.

School-level consultation

At St Angela's Ursuline, consultation has taken place with parents and carers, staff, governors and students. Student voice is gathered through age-appropriate methods, which include focus groups and surveys. The outcomes of consultation are reviewed by senior leaders and are used to refine curriculum sequencing and resourcing, identify staff training needs, shape parental communication and update this policy.

Curriculum Organisation

RSHE is delivered through a planned and structured programme of learning delivered during our Rise Up Days. RSHE is also delivered through the science curriculum and reinforced through cross-curricular links and wider school culture.

The RSHE curriculum is designed as a spiral curriculum. Key themes are revisited and developed in increasing depth and complexity as students progress through the school. This ensures continuity with statutory primary RSHE provision and allows learning to respond to students' changing developmental needs.

Curriculum planning is informed by statutory end-of-secondary learning outcomes, local and national safeguarding priorities, consultation outcomes, student voice and lived experience, and evidence from public health and education research.

**Statutory Curriculum Requirements are detailed in Appendix A.
A detailed curriculum map is provided in Appendix B.**

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims to empower the students in our care, raising self-esteem and helping them to grow in knowledge and understanding. We recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, artificial intelligence and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and other routes to fertility;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Relationships Education

In relationships education students are taught the knowledge and skills needed to form and maintain respectful relationships. This includes developing effective communication skills, understanding how to negotiate boundaries, managing conflict constructively, and recognising the influence of peer pressure, power imbalance and manipulation. Teaching supports students to understand how unhealthy dynamics may develop gradually and how harmful influence can present in both overt and subtle ways.

Relationships education explicitly addresses the impact of the digital world on relationships. Students learn how online interactions, social media and messaging can increase risk, blur boundaries and reduce inhibitions. Teaching reinforces that the same expectations of respectful, lawful behaviour apply online as offline, and supports students to recognise online harassment, coercion, exploitation and controlling behaviour.

A central safeguarding focus of relationships education is enabling students to recognise coercive, controlling or abusive behaviour, including emotional abuse, sexual harassment and sexual violence. Students are taught about consent as an ongoing, freely given agreement, and about personal boundaries across different types of relationships. Teaching ensures that students know how and where to seek help for themselves or others, including within school and through appropriate external support services.

There is no right for parents and carers to withdraw their child from relationships education.

Sex Education

Sex education in secondary school builds on learning from primary education and the science curriculum and provides students with accurate, evidence-based knowledge about human reproduction and fertility, contraception and protection from sexually transmitted infections, pregnancy and choices, intimate relationships, sexual consent and the law.

Teaching is factual, objective and non-judgemental, and is delivered in a way that is sensitive to students' age, maturity and lived experience. Sex education reflects the diversity of relationships and families in modern Britain while remaining respectful of students' religious and cultural backgrounds and clear about safeguarding responsibilities and relevant legal frameworks.

Sex education does not promote early sexual activity. Students are supported to understand that delaying sexual activity is a valid and positive choice and that intimacy, closeness and affection do not have to involve sex, which is complemented by the Catholic teachings. Teaching creates structured opportunities for students to reflect on a range of personal, family and cultural values relating to relationships, intimacy and sexual behaviour, and to consider how these values may influence decisions about if, when and how to engage in sexual activity.

A strong safeguarding focus runs throughout sex education. Students are taught how to recognise sexual pressure, coercion and exploitation, including situations involving imbalance of power, intoxication or online interaction. Teaching makes clear the legal context around sexual activity, consent and sexual offences and reinforces that responsibility for abuse always lies with the perpetrator, not the victim.

Students are also taught how to access appropriate support and advice. This includes understanding how to seek help safely and confidentially from trusted adults, school staff and relevant sexual and reproductive health services, and how to support peers appropriately by sharing concerns with adults rather than attempting to manage risk alone.

Health Education

Health education equips students with the knowledge, understanding and skills they need to make informed decisions about their physical health, mental wellbeing and personal safety. Teaching supports students to recognise what is typical and healthy, to identify when something may be wrong in themselves or others, and to understand how and when to seek help.

In secondary school, health education includes learning about mental wellbeing and emotional literacy, including stress, anxiety, low mood and resilience. Students are taught about the importance of positive coping strategies, healthy routines and help-seeking, and about the links between mental wellbeing, physical health and lifestyle choices.

Health education also includes physical health and fitness, healthy eating and nutrition, body image, substance use (including alcohol, tobacco and drugs), online harms and screen use, sleep and self-care, first aid and emergency response, and adolescent development. Teaching addresses both short- and long-term health impacts and supports students to develop critical awareness of risk.

Teaching is designed to reduce stigma, particularly around mental health and sexual health, and to promote early help. Students are taught how to access reliable information and appropriate support, how to recognise when they or others may need additional help, and how to seek support from trusted adults, school staff and professional services.

Health education supports students to take increasing responsibility for their own health and wellbeing as they move towards adulthood, while recognising the importance of support networks and professional guidance.

There is no right for parents and carers to withdraw their child from health education.

INCLUSION AND ADAPTIVE LEARNING

We will ensure RSHE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture, and is taught in a way that does not subject students to discrimination. Lessons will help students to realise the nature and consequences of discrimination, bullying and aggressive behaviours (including online-bullying), use of prejudice-based language and how to respond and ask for help.

Teaching is factual, age-appropriate and non-judgemental, and focuses on helping students understand their rights and responsibilities, the importance of mutual respect, and the unacceptability of bullying and discrimination in any form. Any individual concerns raised by students are supported through the school's pastoral and safeguarding systems, rather than through curriculum delivery.

Students with special educational needs and disabilities are among the most vulnerable to exploitation, abuse and unhealthy relationships. High-quality RSHE is therefore particularly important and acts as a key protective factor. RSHE is made accessible through careful planning and adaptation. Where appropriate, differentiated resources and/or additional support is provided through targeted interventions and close collaboration between SEND teams and pastoral staff.

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

EQUALITIES OBLIGATIONS

The governing body has responsibility for ensuring the school complies with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The school will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning and teaching the curriculum.

RSHE is designed to support a broad and diverse student population and is delivered in a way that recognises the wide range of life experiences, family backgrounds and perspectives

that students bring to the classroom. Teaching and resources should be selected and structured carefully so that all students are able to engage meaningfully with learning, feel represented within the curriculum, and experience a sense of belonging within a safe and respectful learning environment. This inclusive approach supports high-quality learning and is a key element of effective safeguarding.

Political Impartiality

RSHE is taught in line with the school's duty to maintain political impartiality. Teaching is designed to be factual, balanced and grounded in the law, and does not seek to promote partisan political views, ideologies or campaigns. Where RSHE addresses issues that may be subject to public debate or differing viewpoints, including matters relating to relationships, health, equality or social issues, these are approached carefully and presented in a way that supports understanding of the law, individual rights and responsibilities, and respectful discussion.

Staff ensure that teaching does not present contested opinions or beliefs as fact and that a range of perspectives is acknowledged where appropriate, without endorsing any particular position. Learning focuses on developing students' knowledge, critical understanding and ability to engage respectfully with difference, rather than persuading students to adopt specific views.

External resources and visitors used to support RSHE are subject to the same expectations. All materials and contributions are reviewed in advance to ensure they are accurate, age-appropriate, consistent with statutory guidance and safeguarding requirements, and compliant with the school's duty to maintain political impartiality.

This approach ensures that RSHE supports students' personal development and wellbeing while maintaining trust with families and upholding the school's responsibilities under the law.

Teaching and Learning Approach

Responsibility for the specific relationships, sex and health education programme lies with form tutors, overseen by the Heads of Year, and SLT. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for students of good, healthy, wholesome relationships as between staff, other adults and students. They will also be contributing to the development of students' personal and social skills.

RSHE is taught in a safe, respectful and supportive learning environment that enables students to engage confidently with sensitive and sometimes complex topics. Teaching contributes directly to the school's personal development provision by supporting students to develop the knowledge, understanding and skills they need to stay safe, to build healthy relationships, to manage risk and to make informed, responsible decisions.

Lessons are carefully planned to build on prior learning and to revisit and deepen key concepts over time, particularly those linked to safeguarding, consent, the law, wellbeing and respectful behaviour. Learning is sequenced so that protective knowledge is taught before students are likely to encounter risk, and so that understanding is strengthened progressively as students mature. This cumulative approach supports retention and enables students to apply learning in real-life contexts.

Teaching is knowledge-rich and underpinned by accurate, up-to-date and evidence-based content. Core concepts, vocabulary and legal frameworks are made explicit so that students develop a secure understanding of their rights and responsibilities, including how to recognise abuse, exploitation and harmful behaviour, and how to seek help for themselves or others. Learning focuses on developing understanding rather than eliciting personal disclosure.

Teachers use clear ground rules that promote respectful dialogue and emotional safety. A range of teaching strategies is used to support engagement and inclusion, including structured discussion, carefully selected scenarios and opportunities for students to ask questions, including anonymously. This supports a positive learning culture in which students feel safe to learn, while ensuring that lessons remain focused on curriculum content and safeguarding messages.

Teaching avoids sensationalism and does not rely on explicit or inappropriate materials. Resources are selected carefully to ensure they are age-appropriate, culturally sensitive, evidence-based and suitable for the school community. Where external materials or contributors are used, these are planned in advance, quality assured and aligned with the school's RSHE curriculum and safeguarding procedures.

Assessment within RSHE is proportionate and appropriate to the subject. Teachers use formative approaches, such as questioning, discussion and reflection, to check understanding, identify misconceptions and reinforce key safeguarding messages. Formal assessment is not used; however, high expectations for learning are maintained and gaps in understanding are addressed promptly.

Staff who teach RSHE receive training and guidance to ensure confidence and consistency in delivery. This includes safeguarding training, updates on statutory requirements and support for managing sensitive discussion and disclosures in line with school procedures. Senior leaders and Heads of Year monitor the quality of teaching and learning in RSHE to ensure that it is effective, consistent and contributes positively to students' personal development, wellbeing and safety, and to the school's overall safeguarding culture.

Use of External Agencies

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme of teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our protocol for visitors to St Angela's Ursuline School. Material delivered by external visitors are screened by SLT to ensure that the information adheres to the school's

overall RSHE programme. Any material delivered by external visitors must be available to parents/carers to view if this is requested.

We have long standing relationships with health professionals visiting St Angela's Ursuline; as a consequence they are briefed on our school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

The school remains responsible for the content and quality of all RSHE delivered by external visitors. All visitors are subject to appropriate checks in line with safeguarding requirements, and their materials, lesson plans and intended messages are reviewed in advance to ensure they are accurate, age-appropriate, evidence-based and suitable for the school community.

Where visitors contribute to learning about relationships, health or wider social issues, the school ensures that teaching remains balanced, factual and consistent with the law. External input must not promote partisan political views, personal beliefs or ideologies, and must comply with the school's duty to maintain political impartiality. Visitors are briefed on the school's expectations, including safeguarding, professional boundaries and the handling of questions or disclosures.

MONITORING AND EVALUATION

SLT will monitor the provision of the various dimensions of the programme by examining plans, schemes of work, lesson observations and samples of students' work at regular intervals. The programme will be evaluated by means of evaluation surveys, and / or by discussion with students, staff and parents. Learning walks and book looks will be conducted by SLT to quality assure the intent and implementation of the programme. The results of all forms of evaluation are part of an ongoing consultation process and will inform future RSHE curriculum planning, suggested teaching strategies and resources. Governors remain ultimately responsible for the policy.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. The full overview for all Key Stages are available on the school website and annually updated. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Curriculum resources, including lesson slides and student booklets, are available for parents/carers to view at their request. Parents wishing to see these resources should contact the main office office@stangelas-ursuline.co.uk The school will arrange a time for parents to view these materials, within 10 working days of the request.

Withdrawal from Sex Education

Parents continue to have the right to withdraw their children from some or all of sex education delivered as part of statutory RSHE up to three terms before the student turns 16, except in those elements which are required by the National Curriculum science orders.

Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school may refuse a request in exceptional circumstances (e.g. where there are significant safeguarding concerns or vulnerabilities). The school will provide support by providing material for parents to help the children with their learning, within 10 working days of the request.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance and see below for changes to the right to be excused from sex education (commonly referred to as the right to withdraw).

From the academic year 2020/21, parents had the right to withdraw their child from sex education delivered as part of RSHE, unless the school feels there are exceptional circumstances. Parents have the right to withdraw their child until three terms before they turn 16; after that it is the child's decision.

Where withdrawal is agreed, the school will make appropriate alternative supervised provision for the student during the relevant lessons. Parents cannot withdraw their child from the relationships education in RSHE or health education. From three terms before a student's 16th birthday, the decision about whether to receive sex education rests with the young person, and the school will support students to exercise this right.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Governors

- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, eg, SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

SLT

The HeadTeacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

Other members of SLT have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training.

All Staff

RSHE requires a whole school approach. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers will be

expected to teach RSHE in accordance with the Catholic Ethos and should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the school's other policy documents (for example, Anti-Bullying policy, Child Protection Policy, SEND Policy).

Students with particular difficulties whether of a physical or cognitive nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of students.

SENSITIVE ISSUES

There may be sensitive issues in the field of RSHE. St Angela's Ursuline believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. The school will consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. Any concerns will be immediately directed to the School Designated Safeguarding team.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

RSHE makes a significant contribution to the school's safeguarding strategy and is a key element of preventative education. Through RSHE, students develop the knowledge, language and confidence to recognise risk, understand boundaries and consent, and seek help at the earliest opportunity.

Safeguarding is embedded throughout the RSHE curriculum and reflects the school's safeguarding priorities and local risk profile. This includes learning, where appropriate, about sexual exploitation, online abuse, domestic abuse, forced marriage, honour-based violence, female genital mutilation and criminal exploitation, as well as risks associated with the online environment.

RSHE lessons may provide opportunities for students to share concerns or make disclosures. Staff do not promise confidentiality and all disclosures are managed in line with the school's Safeguarding and Child Protection Policy. Concerns are passed to the Designated Safeguarding Lead so that appropriate action can be taken.

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and

immediately inform the designated senior member of staff responsible or another member of the safeguarding team.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons will have the best interests of students at heart, enabling them to grow in knowledge and understanding, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers / pastoral support staff will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students that they cannot offer confidentiality in matters which are illegal or abusive, for instance. Teachers will explain that in such circumstances they would have to inform others, eg, parents, HeadTeacher, DSL but that the students would always be informed first that such action was going to be taken.

Monitoring

This Policy is monitored by the Headteacher and Senior Leadership Team of St Angela's Ursuline School. Specialist staff related to the policy area also monitor its use and suitability making recommendations for development when the need arises.

Evaluation

The evaluation of the effectiveness of this policy is undertaken by the Governing Body of St Angela's Ursuline School as set at Governing Body meetings within a framework of annual/biannual compliance checks

Appendix A

Statutory Curriculum Requirements

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	1. That there are different types of committed, stable relationships.
	2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
	3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
	4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
	5. That forced marriage and marrying before the age of 18 are illegal.
	6. How families and relationships change over time, including through birth, death, separation and new relationships.
	7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
	8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
	2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
	3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

	4. What tolerance requires, including the importance of tolerance of other people's beliefs.
	5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
	6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
	9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
	10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
	11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
Online safety and awareness	12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

	3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
	4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
	5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
	6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
	7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
	8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
	That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it

	deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
	How information and data is generated, collected, shared and used online.
	That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
	That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
	That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
	How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
	What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
	That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.

	The concepts and laws relating to sexual violence, including rape and sexual assault.
	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
	The concepts and laws relating to forced marriage.
	The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
	That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
	That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
	How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
	The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.

	Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
	That some sexual behaviours can be harmful.
	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
	How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
	The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
	How and where to seek support for concerns around sexual relationships including sexual violence or harms.
	How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Health & wellbeing – Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
	That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
	How to critically evaluate which activities will contribute to their overall wellbeing.
	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
	That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
	About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
	How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Health & wellbeing – Physical health and fitness	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
	Factual information about the prevalence and characteristics of more serious health conditions.
	That physical activity can promote wellbeing and combat stress.
	The science relating to blood, organ and stem cell donation.
Health & wellbeing – Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
	The impacts of alcohol on diet and unhealthy weight gain.
Health & wellbeing – Drugs, alcohol, tobacco and vaping	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
	The law relating to the supply and possession of illegal substances.
	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
	The dangers of the misuse of prescribed and over-the-counter medicines.
	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health & wellbeing – Health protection and prevention, and understanding the healthcare system	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
	Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
	The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
Health & wellbeing – Personal safety	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship

	skills and responsible decision making, as well as skills to recognise and manage peer pressure.
	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Health & wellbeing – Basic first aid	Basic treatment for common injuries and ailments.
	Life-saving skills, including how to administer CPR.
	The purpose of defibrillators, when one might be needed and who can use them.
Health & wellbeing – Developing bodies	The main changes which take place in males and females, and the implications for emotional and physical health.
	The facts about puberty, the changing adolescent body, including brain development.
	About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
Relevant Legal Provisions - Understanding the law in relation to...	Marriage, including forced marriage and civil partnerships
	Consent, including the age of consent
	Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
	Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
	The Online Safety Act
	Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion

	Pornography
	Abortion
	Protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
	Alcohol, smoking, vaping and nicotine products and illicit drug use
	Gambling
	Carrying knives and weapons
	Extremism/radicalisation
	Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
	Hate crime
	The age of criminal responsibility
	Medical consent, Gillick competence and parental responsibility

Appendix B.

Curriculum Map

Key: Relationships education

Sex Education

Careers and economic education

Health and Wellbeing Education

Citizenship education

	Rise Up Day 1 03/09/2026	Rise Up Day 2 21/09/2026 (AM) 19/10/2026 (PM)	Rise Up Day 3 03/11/2026 (AM) 17/11/2026 (PM)	Rise Up Day 4 22/01/2027 AM 05/02/2027 PM	Rise Up Day 5 03/03/2027 (AM) 17/03/2027 (PM)	Rise Up Day 6 13/05/2027 (AM) 27/05/2027 (PM)	Rise Up Day 7 09/07/2027
Year 7	Emotional wellbeing: managing change and transition - Thriving in secondary school - Welcome to St Angela's - Managing emotions and reactions - Developing positive thinking habits - Managing rumination, worry, tension and stress	Family, friendship and bullying - Friendship, empathy and friendship challenges - Bullying and bystanders - Understanding changing relationships - Roles in the family	Managing change and keeping safe - Managing change loss and grief - Family courts - GAV: Gangs, myths and realities	Puberty and keeping safe - Puberty and emotional changes - Menstrual wellbeing and taking care of the vulva - Something's Not Right - Keeping Safe (FGM)	Influences on relationships - Healthy and unhealthy relationships - Managing conflict - Introduction to consent - Body image	Financial Decisions - Making spending decisions - Budgeting - Getting a job - The impact of inflation	Wellbeing
Year 8	Healthy and unhealthy relationships - Stereotypes	The online world - Click and pay: phones and	Personal safety and managing risk - GAV: Weapons	Health and wellbeing - Making healthier choices	Belonging and community - Values and constructive	Managing money - How to open a bank account	Wellbeing

	and the media - Safer online relationships - Identity and community - Bias, stereotypes and discrimination	financial risk - The pressure to spend online - Gaming, social media and algorithms - The business of influence	and consequences - Safe travel - First Aid	- Maintaining dental health - Healthier sleep habits - Healthcare during adolescence	disagreement - Diverse and supportive communities - Preventing gender based violence - TFL external talk: Sexual Harassment	and use a bank card - Reading a bank statement - How to save money - How to manage debt	
Year 9	Mental health and wellbeing - Managing strong emotions - Managing distractions - Managing disappointments and setbacks - Influences and self-expression	Navigating online harms - Motivations and consequences - Tackling deepfakes - Exploring harms and misconceptions - Responding to misogyny	Drug education - Smoking and vaping - Attitudes and influence - Alcohol and cannabis - The law and managing risk	Managing risk in relation to the law - Serious and organised crime - Causes of cybercrime - Effects of cybercrime - Run, hide, tell	Intimate relationships - Avoiding assumptions - Freedom and capacity to consent - Relationship values - Managing the ending of relationships	Careers and future choices - Exploring career interests - Work patterns and workplaces - Managing reputation - State Education: An introduction to politics	Wellbeing
Year 10	Independence, health choices and wellbeing - Learning from the year above - Making decisions about	Navigating the online world - How does AI affect our daily lives? - What are the limitations of	Study, work and careers - Identifying career preferences and navigating the careers	Diversity and challenging extremism - Changing communities and valuing diversity	Exploring consent and recognising abuse - The role of intimacy and pleasure	Managing influence - The impact and spread of misogynistic narratives - Safely	Wellbeing

	being active - Exploring donation - Breast awareness	generative AI? - How does generative AI affect our understanding of the world? - How do chatbots affect relationships?	landscape - Work, income and deductions - Futures Fair - Personal finance and economic citizenship	- Understanding and preventing extremism Influencers: social media vs. reality - All about the money - Can it be trusted?	- The impact of pornography - Pressure, persuasion and coercion - Contraception and sexual health	challenging misogynistic beliefs and attitudes - Assessing risk - Managing influence and help seeking	
Year 11	Life-long wellbeing - Study skills - Passing on wisdom to Year 10 - Maintaining wellbeing and seeking support - Managing change, loss and grief - The importance of sleep	Safe relationships - Healthy and unhealthy relationships - Power and Control - Relationship rights and reporting abuse - Long term commitments and the legality of marriage	Online financial harms - Wanna bet? Controlled and uncontrolled online spending - Financial exploitation online: factors, strategies and support - Futures' Fair - Long term financial planning	Families, fertility and pregnancy - Parenting - Fertility and routes to parenthood - Pregnancy outcomes and choices - Understanding the healthcare system	Democracy - British democracy - What are the strengths and weaknesses of democracy? - How do others govern? - Strengths and weaknesses of legal systems	Exams	
Year 12	Welcome to St Angela's 6th Form	Health in the transition to adulthood	Living in the wider world - Post-18	The Nuance of Relationships - Consent	Stress and wellbeing - Physical health		

	- Vision and values - How am I unique? - Workshops - Workshops - Refection	- Thriving in post-16 - Making a healthy transition into adulthood - Self-examination - Personal safety	pathways - Budgeting - Applications and Interviews - Futures Fair	- Gendered behaviour/harassment - external talk by We Are Culture - Sexual health - Online relationships - issues in the future	choices and mental wellbeing - Managing stress - Mock assessment centre	
Year 13		UCAS - Personal statement workshop - University choices - Stress: what is it and when is it useful - Preparing for interviews	Work Life - Balancing income with spending - Getting started in the workplace UCAS Blast Day	Active Citizenship in Adulthood - AI: Risks and benefits - Health and Support in the Wider World - Worth the risk? Identifying high risk online spending - Driving responsibly	Keeping Safe and Healthy and student finance - Student finance talk - Sleep - Revision techniques - Wellbeing	