

SOUTHEND HIGH SCHOOL FOR BOYS

**RELATIONSHIPS AND SEX EDUCATION
(RSE) AND HEALTH EDUCATION
POLICY**



JULY 2026

For review Spring 2028

Southend High School for Boys

Relationships and Sex Education (RSE) and Health Education Policy

Designated Person(s) with
responsibility for RSE:

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1. Introduction and Aims

Southend High School for Boys is aware that young people are growing up in an increasingly complex world, living their lives seamlessly online and offline. This presents many positive and exciting opportunities but also challenges and risks. Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Relationships, sex and health education (RSHE) can help prepare young people for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development and wellbeing. It will support them to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. It will also support the prevention of harms by helping young people identify when things are not right and understand how to seek support.

1.1 Legislation and Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, and Health Education compulsory in all state-funded secondary schools.

This policy was developed in response to, and in accordance with:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance 2025](#)

[Keeping children safe in education 2025](#)

[Working Together to Safeguard Children 2026](#)

[Equality Act 2010: advice for schools 2014](#)

[Special educational needs and disability code of practice: 0 to 25 years 2015](#)

[Behaviour in schools 2024](#)

[Mental health and behaviour in schools 2018](#)

[Promoting fundamental British values as part of SMSC in schools 2014](#)

1.2 Aims of Relationships and Sex Education (RSE)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. It will enable them to know what healthy family relationships, friendships, professional relationships, marriages, civil partnerships and other committed relationships look like. It will help pupils understand the positive effects that good relationships can have on their mental wellbeing, how to identify when relationships are not right, and how to seek support if needed.

RSE will also inform them about intimate relationships. At Southend High School for Boys, RSE does not encourage early sexual experimentation, instead it teaches young people to understand human sexuality and to respect themselves and others including understanding the reasons for delaying

sexual activity, resisting pressure to have sex (and not applying such pressure), choices around contraception and fertility, and acceptable and unacceptable behaviour in relationships.

Teaching of RSE at Southend High School for Boys will enable pupils:

- to distinguish between experiences and content (online or in the media) that exemplify healthy relationships, and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to be taught the facts and the law about sex, sexuality and sexual health in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including “honour”-based violence and forced marriage) and strategies to access support for themselves or others at risk;
- to recognise risks, harmful content and inappropriate contact online, and how and when to report issues to keep them safe;
- to develop a clear understanding of what constitutes sexism and misogynistic culture and how these attitudes can negatively impact individuals, and society as a whole;
- to be well equipped to make decisions for themselves about how to live their own lives in the future whilst respecting the law and the right of others.

1.3 Aims of Health Education

The aim of Health Education is to give pupils the information that they need to make decisions which support their physical health and promote mental wellbeing. It should enable them to recognise what is normal and, when they have concerns about their health and wellbeing or that of someone else, how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. As a school we aim to reduce stigma attached to health issues, particularly those affecting mental health.

Puberty, including menstruation, will be covered in Health Education and Science according to the National Curriculum for Science. Teaching about the impacts of puberty, which will have started in primary school, will continue so that pupils are able to understand the physical and emotional changes which take place at this time and their impact on their wider health and wellbeing. This should enable pupils to understand how their bodies are changing, how their emotions are affected, and to further develop the language that they use to talk about their bodies, health or emotions. This knowledge should enable pupils to distinguish between normal variations in emotions and physical health, and those which may require professional support. They will also be supported to understand why terms associated with mental and physical health difficulties should not be used pejoratively.

Teaching of Health Education at Southend High School for Boys will enable pupils:

- to protect and support their own physical health including how to access NHS immunisations, a GP, NHS dentistry and their local pharmacy;
- to appreciate the risks associated with the consumption of alcohol or use of illegal drugs, and know how and where to seek support for themselves or others;
- to understand the benefits of physical activity and time spent outdoors, sufficient sleep, good nutrition and strategies for building resilience;

- to appreciate the contribution that hobbies, interests and participation in their own communities can make to physical and mental wellbeing;
- to recognise what makes them feel unhappy or lonely and to develop strategies to combat this;
- to recognise the characteristics of more serious mental health conditions and know how and where to seek support for themselves or others.

2. Delivery of the RSHE Programme

2.1 Context and Delivery

The school acknowledges that high quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting their spiritual, moral, social, cultural, mental and physical development. RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. RSHE is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. This includes character traits such as self-belief and perseverance, as well as positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. All of these are built upon a foundational understanding of the importance of self-respect and self-worth. The RSHE curriculum will be supported by the school policies on behaviour; inclusion, equality and diversity; anti-bullying and child protection. Pupils' learning in RSHE will complement other subjects where relationships or health are addressed such as science, PE, and food technology. It will also sit alongside the pastoral care system and the school's extensive extra-curricular programme.

The school will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include opportunities for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

Our school has chosen to teach financial education alongside RSHE, careers education and core citizenship in timetabled personal, social, health and economic education (PSHE) lessons. PSHE lessons follow a spiral curriculum through both Key Stage Three and Four, revisiting key content and themes to first embed, then build upon, pupils' understanding. In year 7, 9 and 11 pupils will have one PSHE lesson every fortnight, in years 8 and 10, they will have two lessons per fortnight.

In Key Stage Five, PSHE lessons form part of the Personal Development Programme which focuses on preparing pupils for life beyond school and readiness for living as an adult, whether they are engaged in further study or employment. The programme is delivered through dedicated, timetabled, tutor-led Personal Development lessons in both Year 12 and Year 13 which are overseen by the respective Heads of Year. This is supplemented by assemblies, short lessons delivered in tutor times and the enrichment programme on Wednesday afternoons.

2.2 Managing Difficult Questions

Specific teacher guidance is provided for every lesson which covers a potentially sensitive topic about how to answer common questions. Staff will encourage questions from pupils, including anonymously, so they don't leave the lesson with uncertainty. When responding to questions, staff will:

- value the question;

- be conscious of their body language and expression;
- give a factually correct, age-appropriate answer if they can;
- consult the leader of PSHE or senior colleagues if unsure of how to answer.

Pupils may ask questions about topics which relate to sex education from which they have been withdrawn. In such cases, staff will:

- encourage pupils to ask their parents, carers, or a trusted adult;
- signpost them to trusted sources of information if appropriate, for example the NHS website, so that they do not instead turn to inappropriate sources of information online;
- signpost them to support services such as the school nursing service if appropriate.

When considering what kind of language will be considered acceptable and appropriate for use in RSHE lessons, staff will:

- use the correct biological terms for all body parts;
- use clear, unequivocal language in an objective manner;
- discuss what 'slang' words mean (if appropriate) and explain that some can be seen as offensive or pejorative;
- use their professional judgement in discussion depending on the understanding and maturity level of learners.

2.3 Working with external agencies

The school is aware that working with external partners can enhance the delivery of RSE through specialist knowledge and different ways of engaging with young people (e.g. through dramatization). Where the school uses external partners, we will check the credentials of the visiting organisation and any visitors linked to them. The school will work with external agencies to ensure that the content delivered is age-appropriate, accessible for all pupils, and fits both the planned programme and published RSHE policy. Any materials that are used as part of the delivery must be approved by the school in advance of the session and the teacher will remain present and responsible for the class for the duration of the session. The school will ensure that the visitor is aware of how confidentiality and safeguarding concerns should be dealt with in line with our Child Protection Policy.

At the time of writing, the school partners with three external organisations as part of our PSHE programme across Key Stages 3-5:

1. Open Road

Open Road is a drug and alcohol recovery support charity commissioned by Essex County Council to provide young people's drug and alcohol recovery services in Essex. More information is available at <https://www.openroad.org.uk/>.

2. Safe Steps

Safe Steps is a specialist provider offering a range of community services to support women, men, young people and children to rebuild their lives after domestic abuse. More information is available at <https://www.safesteps.org/>

3. Southend on Sea Rape Crisis

Southend-on-Sea Rape Crisis is a local support centre which provides specialist services to victims and survivors of all forms of sexual violence and abuse. More information is available at <https://sosrc.org.uk/>

2.4 Monitoring arrangements

The delivery of RSE is monitored by the leader of PSHE through a programme of learning walks, book scrutiny, lesson observations and pupil voice surveys.

Class teachers actively monitor pupils' development and progress in RSE through ongoing ipsative assessment, but pupils are not formally assessed using the 9-1 grading system used by other subject areas. A variety of assessment techniques will be used by class teachers including individual questioning, class discussion, work scrutiny, self and peer assessment, scenario responses, mind maps, presentations and group projects.

3. Inclusion

3.1 Pupils with special educational needs and disabilities (SEND)

RSHE lessons will be made accessible for all pupils with SEND needs, including tailoring lesson content and delivery to meet the specific needs of the pupil, in line with the school's SEND Policy.

The school is aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. This is particularly true for those with social, emotional and mental health needs or learning disabilities. RSHE will be particularly important for these pupils, and teachers will be mindful of this in preparing and delivering their lessons.

3.2 Lesbian, Gay, Bisexual and Transgender Content

Through inclusive teaching of RSE, the school will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. We will ensure that all our teaching is sensitive and age appropriate in approach and content. Teaching about healthy and stable same-sex relationships is integrated into our programme of study. Additionally, pupils will be taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics under the Equality Act 2010, have protection from discrimination and should be treated with respect and dignity.

4. Roles and Responsibilities

4.1 The Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

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

4.2 Headteacher

The Headteacher will ensure that:

- all staff are informed of the policy and the responsibilities included within the policy.
- all teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the school fulfils its legal obligations;
- the teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all, including pupils with SEND;
- the school works with parents/carers when planning and delivering RSE to pupils.
- clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

4.3 Leader of PSHE

The leader of PSHE will:

- enable parents or carers to view curriculum materials upon written request to enquiries@shsb.org.uk
- ensure that all teachers of PSHE are trained using the PSHE Association's guidance on safe and effective teaching through regular departmental CPD
- work closely with colleagues in related curriculum areas to ensure RSE and Health Education programmes complement each other and do not duplicate content covered in other subjects such as citizenship, science, computing and PE and to ensure consistency of messages.

4.4 Teachers

All teachers will ensure that:

- ground rules are discussed with the class before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- all pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- at all times teaching will take place in the context of an explicit moral framework;
- all points of view they may express during the course of teaching RSE are unbiased;
- the teaching of RSE is delivered in ways that are accessible to all pupils with SEND;

- the emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- where appropriate they direct pupils to seek advice and support from an appropriate agency or individual (e.g. a parent or carer). For example, it is inappropriate for staff to give pupils personal advice on matters such as contraception so they would direct pupils to speak to a parent or carer and/or their GP as appropriate;
- where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

4.5 Parents and carers

The school recognises and acknowledges the key role that parents and carers play in the development of their children's understanding about relationships. Parents and carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents and carers will be:

- given every opportunity to understand the purpose and content of RSE;
- encouraged to participate in the development of RSE;
- able to discuss any concerns directly with the school;
- able to view curriculum materials on request to enquiries@shsb.org.uk;
- informed of their right to request withdrawal from sex education lessons (see section 5 below).

5. Right to be Withdrawn from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This request should be made in writing to enquiries@shsb.org.uk for the attention of the headteacher. Before granting any request for withdrawal of a child from sex education, the headteacher will discuss the request with parent(s) or carer(s), and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the request to withdraw the child. The school will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent or carer has requested withdrawal. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

In line with statutory guidance, Southend High School for Boys makes a distinction between *relationships education* which teaches pupils how to build safe, respectful and healthy relationships, including understanding consent, boundaries and online influences; and *sex education* which teaches the biological and health aspects of human sexuality, including reproduction, contraception and sexual health.

The aim of relationships education is to help pupils:

- recognise what healthy relationships look like
- understand acceptable and unacceptable behaviour
- build skills for communication, respect and empathy.

Content covered in relationships education lessons will include:

- Respectful relationships including friendships and family relationships
- Consent and boundaries
- Online relationships and safety
- Recognising unhealthy or abusive relationships
- Equality and respect
- Consent and coercion
- Domestic abuse
- Peer pressure
- Sexual harassment
- Respectful communication
- Gender stereotypes and misogyny
- Pornography:
 - unrealistic expectations of sex and bodies
 - harmful attitudes towards women or partners
 - coercion and consent
 - online harms and exploitation

Sex education covers the biological, physical and health aspects of sex, sexual activity and reproduction. The aim is to help pupils:

- understand human sexuality and sexual health
- make safe and informed choices

- know how to protect themselves physically and legally.

Content covered in sex education lessons will include:

- Human reproduction
- Sexual activity
- Contraception
- Sexually transmitted infections (STIs)
- Sexual health
- Pregnancy and fertility

There is no right to withdraw from relationships and health education, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. The pertinent elements of science curriculum are included below.

Year 8 Biology covers human reproduction and basic contraception, including:

- Reproductive anatomy in male and female humans
- Fertilisation, the stages of foetal development and the role of the placenta
- The risks of drinking and smoking during pregnancy
- The functions of breast milk to provide nutrients and protect from infection
- Changes in puberty in males and females, including the menstrual cycle
- Methods of contraception and how they work to prevent pregnancy, including that barrier methods reduce the risk of transmission of sexually transmitted infections

Year 10 Biology scheme of work includes the role of hormones in human reproduction, covering:

- The roles of oestrogen in females and testosterone in males in the development of secondary sexual characteristics in puberty
- The hormonal control of the menstrual cycle
- Hormonal and non-hormonal methods of contraception, including that barrier methods reduce the risk of transmission of sexually transmitted infections
- The use of hormones to treat fertility problems

6. Distribution of the Policy

Copies of this policy are available for parents, carers staff and governors upon request; it is published on the school website.

7. Links with other policies

This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy

Appendix 1: PSHE Scheme of work from September 2026

Year 7 One lesson per fortnight delivered by the Leader of Year 7 NB: The approximate weeks for each module have been added as a guide, but are subject to change		
Module	Lesson Title	Lesson Content
Transition to SHSB (Weeks 1-8)	Transition/Welcome to SHSB PSHE	Students learn about the school including an orientation of the school site. They also start to get to know people in their tutor group.
	School Systems	Library orientation and introduction to key school systems
	Settling in at SHSB	Students explore how to make friends and the characteristics of positive friendships. They also think about the importance of organisation and self-management (e.g. packing their bag, finding their lessons, being on time)
	Hopes for SHSB and developing leadership skills	Students examine their hopes and aims for their time at SHSB and start to think about how the choices that they make now will impact their future. Students explore ways to effectively inspire and motivate others to reach goals.
Relationships (Weeks 9-16)	What is diversity?	Students explore what diversity means and how diversity and inclusion make the world a better place.
	Recognising and preventing bullying	Students explore the different types of bullying, the long-term effects, and strategies to manage being bullied or witnessing someone else being bullied.
	What makes a healthy relationship?	Students explore what makes a relationship healthy or unhealthy and how to maintain healthy relationships with people.
	Coping with change: bereavement, divorce and separation	Students explore emotions related to grief, divorce, and separation, as well as develop strategies to manage these situations.
Careers (Weeks 17-20)	Introduction to Unifrog	Students will access our online destinations platform “Unifrog” which is used throughout their school career to help students explore their interests, choose career paths, and successfully apply for higher education and training.
	Personality Profiling	Students will take the Unifrog Personality Profile Quiz- what kind of person are you?
Healthy Lifestyles (Weeks 21-32)	What is mental health?	Students explore what mental health is and come up with strategies to look after their mental health, including practical exercises like breathing and grounding techniques.
	Social media and mental health	Students explore how social media can positively and negatively impact their mental health.
	Healthy lifestyles: Maintaining a balanced diet	Students explore what a balanced diet is and why it's important. They examine the impact of unhealthy food choices.
	Smoking and vaping	Students investigate the risks associated with smoking and vaping and evaluate ways to combat peer pressure.
	Growing up: physical and mental changes	Students will explore the physical and mental changes that happen during puberty and identify strategies to cope with these challenges.

	Understanding menstruation and understanding FGM	Students learn about the menstrual cycle and examine which period symptoms are “normal”. Students analyse the risks of FGM, describe the laws relating to FGM, and assess the most appropriate sources of help for victims.
Personal Safety (Weeks 33-38)	Travelling safely	Students develop skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code)
	Staying safe online	Students explore the benefits and risks of the internet, including how to protect themselves against the potential risks.
	Media literacy: becoming a responsible digital citizen	Students learn about their rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private.

Year 8

Two lessons per fortnight. Three teachers deliver two modules each on a rotation basis.

Module	Lesson Title	Lesson Content
Mental health and social influences (6 lessons)	Mental Health: talking about our emotions	Students explore how to identify and talk about a range of emotions and how these emotions feel in the mind and the body.
	Self-esteem and confidence	Students will explore their personal strengths and qualities and identify how external factors can positively and negatively affect how they feel about themselves.
	Developing coping strategies	Students analyse triggers to intense feelings and explore the difference between healthy and unhealthy coping strategies.
	Achieving balance	Students explore how to address areas of imbalance in life in order to improve their overall wellbeing.
	Tackling peer pressure	Students learn why young people are susceptible to peer pressure, identify what makes a good friend, and explore ways to resist peer pressure.
	Young people and gangs	Students explore the consequences of joining a gang and carrying a knife, and evaluate ways to avoid or leave a gang.
Diversity and relationships (6 lessons)	Recognising and preventing discrimination	Students explore the origins of stereotypes, identify the negative consequences of discrimination, and learn ways to safely deal with discrimination. Students will also explore what gender stereotypes are and how they impact behaviour and aspirations.
	An introduction to sexuality, sexual orientation, and consent	Students explore their legal rights in relation to sexual orientation and biological sex. Students explore what consent is, including the legal definition, examine consensual and non-consensual situations and identify where victims of sexual violence can go for support.
	Understanding marriages and civil partnerships	Students explore the legal, social and emotional commitments people make when they get married or enter a civil partnership. They discuss why these are important relationship choices for many couples and learn why it's important that they should be entered into freely and never forced upon someone through threat or coercion.
	Spotting unhealthy and abusive relationships	Students explore the different types of abuse you can experience in a relationship. They identify warning signs and examine how to respond to scenarios of friends experiencing abuse.
	Relationships, conflict and finding forgiveness	Students reflect on how to manage conflict in relationships. Students also consider what it means to forgive and the benefits of forgiveness.
	Harmful relationship behaviours: recognising the signs	Students learn that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours; and how to spot signs of pressure, manipulation or coercion.
Healthy lifestyles and personal safety (6 lessons)	Health services, self-examination and vaccination	Students investigate ways they can take increased responsibility for their own physical health, including accessing health services, self-examination and vaccinations.
	Taking responsibility for your physical health	Students explore the importance of being responsible for their own physical health. They evaluate the importance of physical activity, personal hygiene, dental health, sun safety, and good quality sleep and identify strategies that help them gain more control over their physical health.

	Looking after your personal safety	Students explore a range of risks to their personal safety and come up with practical ways to reduce risks. They apply the 3 As (Arrange, Assess, Act) to risky situations.
	Addictive substances: alcohol, legal and illegal drugs	Students explore the physical and psychological risks associated with alcohol consumption. They learn how many units of alcohol are in each drink and examine the dangers of drinking in excess.
	Gambling: the facts	Students explore what influences people to gamble. They examine the negative consequences of gambling and how to manage the pressure to gamble.
	Media literacy: interpreting information online, advertising and persuasive design	Students learn how to "read" the internet, recognising how and when they are being manipulated to think, feel or act a certain way.
Careers (6 lessons)	What are my interests?	Students create a collage of their interests. They also explore what they're proud of and connect their interests and achievements with different careers.
	Decision making for KS4	Students explore the next steps they need to take in advance of choosing their Key Stage 4 optional subjects.
	Challenges and Rewards of work	Students reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment.
	Careers and the future	Students explore some examples of how employment today is different to employment in the past and they consider the skills that are predicted to be essential for the future workforce.
	What does success mean to you	Students explore the concept of being successful in their career journey, considering different ways of defining success in life and work.
	A CV for superheroes	Students explore what goes into a CV. They work in teams to create a resume for a superhero of their choice.
Citizenship: Democracy (6 lessons)	Living in a Democracy	Understanding democracy, constitutional monarchy, republics and democratic values.
	Rights and Representation	Political and civil rights in the UK and the role of elected representatives.
	Direct and Representative Democracy	Comparing referendums with representative decision-making.
	Voting in the UK	Who can vote, voter registration and different types of elections.
	How Elections Work	Polling stations, ballot papers, constituencies and First Past the Post.
	History of Voting Rights	Development of suffrage and the campaign for votes for women.
Citizenship: Crime and Punishment (6 lessons)	Legal Minimum Ages	Age-related laws, responsibilities and risks associated with unlawful behaviour.
	What is a Crime?	Definitions of crime and reasons why people commit offences.
	Criminal and Civil Law	Differences between criminal and civil law and the role of the CPS.
	Crime in the UK	Crime statistics, trends and public perceptions of crime.
	The Court System	Structure of the UK courts and the role of different courts.
	Youth Justice and Trials	Youth courts, legal aid, sentencing and trial procedures.

Year 9

One lesson per fortnight. Three teachers deliver one module each on a rotation basis.
Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, these lessons are marked with an asterisk ().*

Module	Lesson Title	Lesson Content
Relationships and Sex Education (6 lessons)	An introduction to relationships and sex education	Establishing boundaries, lesson expectations, and rules; why we study the topic and what we cover; what we mean by consent, toxic masculinity, sexual harassment, and rape culture, and what that might look like in school
	Consent and Pornography	What does consent mean; what enthusiastic consent means; consequences of misunderstanding consent; the addictive nature of pornography
	The harms of pornography (SOSRC)	Visiting speaker – more detailed look at the effects of pornography on the brain and on how men view women, also how it prepares you (or not) for real life, how it might impact preferences and tastes over time, how it establishes a view on consent and damage it can do in other aspects of life
	<i>Contraception*</i>	What contraceptives are; what they do; introduction to types of contraception and their advantages/ disadvantages, what they look like and the practicalities of how they work
	<i>Sexually transmitted infections*</i>	What they are; how they spread; how to avoid them; what they look like; what to do if you think you might have one
	<i>Pregnancy and Birth*</i>	Being pregnant while underage; how it happens, the choices, physical changes, preparing for birth, the birth itself, the aftermath, looking after a baby, the effects on social life and education
Citizenship: Human Rights (6 lessons)	What are Human Rights?	The Universal Declaration of Human Rights, its origins, purpose and effectiveness.
	Global Issues: Genocide	Understanding prejudice, discrimination, persecution and genocide.
	Global Issues: Child Soldiers	Exploring the causes, impact and human rights issues surrounding child soldiers.
	Global Issues: Refugees	Reasons for displacement, asylum and refugee rights.
	Global Issues: Conflict Research	Researching international conflicts and human rights abuses.
	Human Rights in the UK	How human rights are protected and debated in the UK.
Careers and Financial Education (6 lessons)	What comes after school?	Students explore the different learning pathways that could lead to them to reaching their career goals.
	Taking control of your career	Students explore needs and want and how this relates to career planning. They identify how students could take the initiative in various scenarios, explore barriers people may face in their career journey, and how to overcome them.
	Working and Earning	Students explore their employment rights as young workers in the UK and discuss the importance of budgeting when managing an income.
	Financial choices: budgeting, saving and debt	Students assess the risks associated with financial decisions and analyse ways to manage emotions in relation to money.
	Careers and the Climate	Students explore some examples of green jobs and sustainable degrees, considering how future career pathways and green skills can help to protect the planet.

	What is good communication?	Students explore the features that characterise effective and ineffective communication, including active listening skills.
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Year 10

Two lessons per fortnight. Three teachers deliver two modules each on a rotation basis.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, these lessons are marked with an asterisk ().*

Module	Lesson Title	Lesson Content
Healthy Lifestyles (6 lessons)	What is a healthy lifestyle?	Students explore the features of a healthy lifestyle and set sustainable, realistic goals to improve lifestyle choices about sleep, diet, and exercise.
	Recognising our strengths and building resilience	Students explore how to identify their strengths. They'll explore how to develop strengths including in areas that may not come naturally to them. Finally, they'll apply what they've learned to identify strengths in people they admire.
	Mental health: recognising challenges and identifying support	Students identify warning signs of mental ill-health and explore the support available for mental health and wellbeing.
	Body image	Students compare the bodies presented in the media with 'real' bodies and discuss strategies for building a resilient body image.
	Health services and support	Students assess ways to overcome barriers to accessing healthcare and evaluate the reliability of health information from different sources.
	Health screening, prevention and medicines	Students explore how the NHS screens for different health conditions so that they can be identified and treated early, including testicular and breast self-examination
Managing Risks (6 lessons)	Unsafe and emergency situations	Students assess risk levels of different situations and decide on practical ways to reduce risk in unsafe and emergency situations.
	Alcohol: risks, consequences and safety	Students investigate the risks associated with drinking alcohol and consider what constitutes low risk alcohol consumption in adulthood.
	Illegal drugs: risks, consequences and support	Students investigate the ways in which drug addiction can impact the individual, family, and community and identify sources of support available.
	Substance addiction: how to seek help	Students learn about what causes addiction, why addictions are hard to overcome and how to seek to help.
	Protecting your personal data	Students reflect on the pros and cons of sharing content online and explore the way in which their personal data is collected and used online.
	AI, risks, and critical thinking	Students will explore the benefits and risks associated with the use of AI and learn the importance of verifying information that they see online.

Relationships and Sex Education (6 lessons)	<i>Understanding consent and intimacy: offline and online*</i>	Students compare consensual and non-consensual behaviours, explore reasons people decide to become physically intimate, and discuss the importance of reporting sexual violence.
	<i>Choosing and accessing contraception*</i>	<i>Students compare the different methods of contraception that are available, in order to make decisions about sexual health.</i>
	<i>Preventing and treating STIs*</i>	<i>Students explore how to reduce the risk of spreading STIs and the importance of testing for and treating STIs.</i>
	<i>Understanding menstrual health and pregnancy choices*</i>	<i>Students evaluate the different options available for an unplanned pregnancy and discuss why many people delay becoming a parent until later in life.</i>
	<i>Fertility, parenthood and pregnancy loss*</i>	<i>Students explore healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus. Students also learn about miscarriage and pregnancy loss and the support available.</i>
	Harmful behaviours: sexual harassment and the harms of pornography	Students will explore their rights and the law around sexual harassment and revisit the harms of pornography introduced in Year 9.
Healthy Masculinity (6 lessons)	Know your rights: the Equality Act 2010	Students investigate the rights and protections which are granted by the Equality Act 2010.
	Challenging prejudice and coming out	Students learn how to recognise instances of discrimination and explore strategies to safely challenge and prevent discrimination. Students explore the different factors involved in coming out and sources of support relating to sexuality.
	Masculinity and Feminism (SOSRC)	Visiting speaker – Students explore the concepts of feminism and patriarchy. They explore the drivers behind violence against women and girls, including sexual violence, and where to seek help for themselves or someone that they know.
	Recognising and challenging misogyny	Students explore how misogynistic attitudes and behaviours have a detrimental effect on everyone's wellbeing, relationships and sexual ethics and how harmful narratives can spread online. Students learn how to report disturbing or inappropriate content, where to seek advice and support, and appropriate ways to challenge misogynistic beliefs and attitudes
	Rights and responsibilities: marriage and civil partnerships	Students explore the features and benefits of stable relationships and explore the consequences of domestic abuse for current and future relationships. They also learn about the consequences of all forms of "honour"-based abuse for individuals and society.
	Stalking, sexual harassment and reporting	Students learn to recognise coercive and controlling behaviours online, including harassment and stalking and how to manage the risks of technology being used to facilitate harassment and stalking. They also explore how to seek appropriate support and report concerns.
Careers and Financial Education	What is the labour market	Students explore what the labour market is and how to identify and use different types of labour market information. They also explore what can influence the labour market and use Unifrog tools to explore how labour market information can help them make more informed choices.

(6 lessons)	What makes a great leader	Students explore ways to effectively inspire and motivate others to reach goals.
	Apprenticeships V University	Students will explore the pros and cons of apprenticeships and higher education pathways, focusing upon the financial implications.
	In person, hybrid or remote working	Students explore the pros and cons of different work environments and reflect on which they think would be best for them.
	Finance 1: Managing Finances	Students evaluate different types of employment contracts and consider the risks and opportunities of varied financial decisions.
	Finance 2: Gambling	Students explore the reasons why people can become addicted to gambling and discuss the negative consequences of tactics used by gambling companies.
Citizenship: Terrorism and Security (6 lessons)	What is Global Terrorism?	Definitions, trends, causes and impacts of terrorism.
	Global Case Studies	Examining examples of terrorism from around the world.
	UK Case Studies	Investigating terrorism and extremism in the UK.
	Research	Independent research into terrorism-related issues and case studies.
	Methods of Counter-Terrorism	Strategies used by governments and agencies to combat terrorism.
	Preventing Radicalisation	Understanding radicalisation and approaches to prevention.

Year 11

One lesson per fortnight delivered by one teacher until Easter. Lessons after the Easter holiday will focus on revision skills in preparation for the GCSE exams.

Module	Lesson Title	Lesson Content
Careers (3 lessons)	Intro to Post 16 Options	Students are given guidance on their Post 16 options and how the application process at SHSB works
	What makes a good employer	Students explore the factors they should consider when deciding if an employer is 'good' to work for.
	Is AI a threat to our jobs	Students debate the question 'is AI a threat to our jobs?' by considering what tasks are performed best by AI and what tasks are performed best by a human.
Online safety (3 lessons)	Online misinformation and extremism	Students assess the impact of viewing inaccurate or extremist content online and analyse some common warning signs.
	Harmful online content and scams	Students explore the risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion
	Bullying: offline and online	Students learn to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online. Students also explore the moral and legal responsibilities and protections everyone has in relation to bullying and harassment, and how to report and seek support for themselves or others.
Relationships and Healthy Living (7 lessons)	Navigating social influence and pressure	Students explore how gangs influence young people and discuss behaviours that would influence others either positively or negatively.
	The impact of relationships and taking others' perspectives	Students compare the impact of positive and negative relationships and learn how to seek support when in a negative relationship. Students also consider relationship issues from different perspectives, applying what they learn to managing conflict in relationships.
	Navigating changes in relationships	Students explore the changes that occur within the development of a relationship and the emotions that can be associated with different stages of a relationship, including the end of a relationship. Students also analyse varied scenarios of loss to evaluate healthy and unhealthy strategies to manage the emotions associated with grief or loss.
	Control, coercion and grooming	Students learn to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour.
	Consent (SOSRC)	Visiting speaker – Students explore consent in intimate relationships including the law around sharing nude images.
	Health-related choices	Students explore the science behind blood, organ, and stem cell donation and discuss the purpose and benefits of donating. Students also analyse a variety of cosmetic or aesthetic procedures including the associated risks and come up with alternatives to high-risk procedures.
	Planning and organising: revising effectively	Students explore strategies they can use to optimise their revision to prepare for exams.