Dacorum Education Support Centre

Policy Name	Relationships and Sex Education Policy
Policy Type	Statutory
Date of Origin	January 2023
Agreed on	
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Review Due Date	Review Completed	Amendments Y/N
September 2025	Y	Y
September 2026	Y	Y

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

Respect, Aspiration, Resilience

Policy development

DESC has regard to all statutory guidance in the delivery of RSE. This policy is written in accordance with the Relationships Education, Relationships and Sex Education (RSE) statutory guidance (DfE July 2025, effective September 2026), the Education Act 2002, and Keeping Children Safe in Education (September 2026).

Strategic oversight of Personal Development, including PSHE and RSE, is held by the Co-Headteacher. The policy is developed in collaboration with the Co-Headteacher and PD Lead (Key Stage 4) and is reviewed regularly to reflect national developments and best practice. Consultation includes staff responsible for delivery, consultation with young people and parent/carer feedback, with final approval by the Management Committee.

Relationships, Sex and Health Education (RSHE) at DESC forms part of our wider Personal Development curriculum and supports learners to develop the knowledge, skills and attitudes needed to lead safe, healthy and respectful lives.

Consultation: Initial consultation on the new RSE policy took place in June 2026, and this will be repeated termly to ensure all new families joining the centre have the opportunity to contribute. Families are also informed in advance, at the half-term break, of the RSE themes to be taught in the following half term.

Rationale

At DESC, we are committed to delivering a high-quality, age-appropriate and evidence-based Relationships, Sex and Health Education (RSHE) curriculum that prepares learners for adult life. RSHE supports Learners to make informed decisions about their health, wellbeing and relationships, and to develop confidence and resilience. The curriculum is structured to be inclusive, meet diverse learner needs, and safeguard all Learners. It clearly distinguishes between factual teaching (such as biology, health and the law) and values-based discussions about relationships, delivered with sensitivity and professionalism.

RSHE includes three core elements:

- Relationships Education (statutory for all learners) – learning about positive, respectful relationships, including friendships, families and online interactions
- Health Education (statutory for all learners) – learning about physical and mental health, wellbeing and healthy lifestyles
- Sex Education (secondary only, non-compulsory) – learning about sexual relationships, sexual health and reproduction

Definitions and content areas for each strand can be found in Appendix 2

Our approach is underpinned by safeguarding, inclusivity and respect for all learners and families.

Delivery of PSE across Centre Provisions:

Primary & KS3 Hub Provision: The delivery of statutory Relationships and Sex Education (RSE) remains the responsibility of the learner's main registered school. Hub programmes provide complementary Personal Development across Primary and Key Stage 3, including relationships, emotional literacy, resilience, health and wellbeing, social and cultural awareness, and SEMH, with Key Stage 3 also covering careers, aspirations, and healthy lifestyles.

However, where a topic or safeguarding concern regarding topics under RSE arises, staff will appropriately address and support learners in conjunction with discussion with home and the main school. This may include work on protective behaviours, sexualised behaviours and/or topics such as LGBTQ+.

KS4 Full-time Provision: Statutory RSE is delivered directly by DESC only for learners in full-time Key Stage 4 provision. Where learners attend a Hub, any statutory RSE missed must be revisited by the main school, or arrangements made for attendance at the main school for specific lessons, in agreement with Hub and school link staff.

Vision and Ethos

DESC provides a therapeutic, relationship-based education where healthy, safe and respectful relationships underpin all learning. RSHE forms a key part of the Centre's whole-setting approach to wellbeing and safeguarding and is inclusive of all learners, including those with SEND. RSHE is statutory for all secondary learners, alongside compulsory Health Education. The curriculum clearly distinguishes between statutory Relationships Education and Sex Education, supporting transparency for parents/carers.

Relationships Education (Statutory – all KS4 learners)

Relationships Education focuses on developing learners' knowledge, skills and understanding to form positive, healthy and respectful relationships. This element of the curriculum is compulsory for all learners and parents/carers do not have the right to withdraw their child from these lessons.

At DESC, Relationships Education includes teaching about:

- Building and maintaining healthy, respectful relationships, including friendships, family relationships and intimate relationships
- The importance of respect, trust, honesty, kindness and equality
- Consent, boundaries and personal safety, both offline and online
- Recognising and responding to harmful behaviours, including bullying, abuse, sexual harassment and sexual violence
- Online relationships, including risks such as exploitation, coercion, sextortion, and the impact of social media
- Different types of family structures and relationships, including marriage and civil partnerships
- Equality, diversity and protected characteristics, in line with the Equality Act 2010
- How to seek help, report concerns and access support

This content is designed to equip learners with the knowledge and skills to keep themselves safe and to develop healthy, respectful relationships in preparation for adult life.

Sex Education (Non-compulsory – right to request withdrawal)

Sex Education forms part of the wider RSHE curriculum but is distinct from Relationships Education. Parents/carers have the right to request that their child is withdrawn from some or all aspects of Sex Education, in line with statutory guidance (except for content covered in the National Curriculum for Science).

At DESC, Sex Education includes teaching about:

- The physical aspects of sexual relationships, including sexual intercourse
- Human reproduction, contraception and sexual health, including sexually transmitted infections (STIs)
- Pregnancy, including choices available (e.g. parenting, adoption, abortion)
- The emotional, physical and legal implications of sexual activity
- The influence of factors such as alcohol, drugs and peer pressure on sexual decision-making
- Accessing appropriate and reliable sexual health information and services

Sex Education is delivered in an age-appropriate, medically accurate and impartial manner, ensuring that learners receive factual information to support informed decision-making.

Our approach:

DESC delivers both Relationships Education and Sex Education as part of a comprehensive, age-appropriate and evidence-based RSHE curriculum. We ensure that:

- clear distinctions are made between factual teaching and values-based discussions
- content is sensitive to the developmental stage and individual needs of learners
- safeguarding principles underpin all delivery
- learners are supported to ask questions safely and seek advice when needed

We are committed to working in partnership with parents/carers, providing clear information about curriculum content and ensuring transparency about what is taught.

Roles and Responsibilities

Management Committee: Approves the policy and ensures compliance and appropriate resourcing.

Co-Headteacher: Oversees implementation and ensures parental engagement and publication.

KS4 Personal Development (PD) Lead: Responsible for curriculum planning, mapping to DfE outcomes, quality assurance, staff CPD, assessment, and oversight of external visitors for KS4.

Designated Safeguarding Lead (DSL): Ensures alignment with safeguarding policy and Keeping Children Safe in Education (KCSIE) and advises on disclosures and referral pathways.

All Staff: Deliver inclusive, evidence-based RSE, uphold confidentiality protocols, signpost support, and report concerns appropriately.

Teaching, Curriculum, Sequencing and Content

Our approach

Where appropriate, teaching about the law is embedded within wider discussions about:

- respect, values and ethics
- personal safety and decision-making
- power, influence and responsibility in relationships

Staff training and delivery:

DESC is committed to ensuring that all staff involved in the delivery of Relationships, Sex and Health Education (RSHE) are appropriately trained, supported and equipped to provide high-quality, safe and effective teaching.

All staff delivering RSHE receive appropriate training to ensure they are confident, knowledgeable and compliant with statutory guidance. This includes training in:

- The statutory requirements of Relationships Education, RSE and Health Education (DfE 2026 guidance)
- Safeguarding procedures, including recognising and responding to disclosures
- Managing sensitive and potentially challenging discussions in a safe, inclusive and trauma-informed manner
- Understanding the specific needs of learners at DESC, including those with SEMH needs and SEND
- Current and emerging risks, including online harms, exploitation, and harmful sexual behaviour

Where appropriate, staff may also access external training, specialist support or updated guidance to ensure delivery reflects current best practice and emerging issues.

Staff ensure that:

- content is delivered impartially and based on accurate information
- learners understand how the law applies in real-life situations
- opportunities are provided for learners to ask questions in a safe and supported environment
- safeguarding considerations are prioritised at all times

This approach supports learners to recognise risk, understand consequences, and develop the knowledge and confidence to seek help and make safe, informed choices.

RSE is delivered through timetabled Personal Development (PD) lessons, the 'Pod Curriculum', cross-curricular learning, and targeted interventions appropriate to individual needs. Content is taught in an age-appropriate and developmentally suitable sequence, building knowledge and skills year-on-year. It is mapped to DfE outcomes and the PSHE Association Programme of Study.

All staff delivering RSHE are trained to manage questions in a professional, sensitive and age-appropriate manner. Staff will:

- Create a safe and supportive environment where learners feel confident to ask questions
- Establish and reinforce clear ground rules for respectful discussion
- Respond to questions in a factual, balanced and non-judgemental way, using accurate and appropriate language
- Ensure that responses are developmentally appropriate and relevant to the needs of the group

Managing questions beyond the curriculum:

Where a question:

- falls outside the planned curriculum
- is not appropriate for the whole group
- or requires more individualised support

staff will use their professional judgement to respond appropriately. This may include:

- Acknowledging the question and offering a general or age-appropriate response
- Deferring the question to a later time or different setting
- Encouraging the learner to discuss the question with a parent/carer or trusted adult
- Signposting to appropriate support or sources of reliable information

Learners who have been withdrawn from Sex Education

Where a learner has been withdrawn from Sex Education, staff will:

- Ensure that any questions relating specifically to withdrawn content are handled sensitively and appropriately
- Avoid providing detailed teaching that contradicts the withdrawal request
- Support the learner by signposting to parents/carers or appropriate sources of guidance, where necessary

DESC's PD curriculum covers all statutory content required by the end of Key Stage 4. The curriculum covers all core DFE areas. See Appendix 3 for curriculum map.

Progress and Monitoring

- Quality assurance of long- and medium-term planning
- Quality assurance of lesson delivery and resources
- Records of external visits and talks
- Evaluation of learner progress through end-of-unit assessments and reflection
- Ongoing discussion in staff meetings
- Review meetings involving the PD lead, Co-Headteacher and SLT

Resources

All resources are selected by the KS4 PD Lead to ensure high-quality, age-appropriate content. Lessons draw on a range of materials (e.g. PSHE Association, Chameleon) and are adapted to meet the needs of our learners, ensuring progression within a spiral curriculum. Curriculum mapping is informed by PSHE Association tools, alongside resource-sharing. All materials comply with national guidance. A curriculum overview can be found in Appendix 3. Copies of RSE resources are available to parents/carers on request, and an overview of topics is published in this policy and on the school website. If you would like to access resources used for the planning and delivery of RSE curriculum, please contact reception via email to request contact from the KS4 PD lead to discuss further.

External Visitors

DESC recognises the value of external expertise, including health professionals. External visitors contribute to the programme under the guidance of the PD Lead and Co-Headteacher.

Visitors are:

- Briefed on the context of their contribution
- Informed of the school's safeguarding and child protection policies
- Fully vetted in line with safeguarding procedures

Co-Headteacher and PD lead (KS4) are responsible for organising and overseeing all external contributions. DESC works with local agencies to deliver age-appropriate sessions.

Confidentiality, Advice and Child Protection

The DSL and Safeguarding Team support the planning and delivery of RSE.

DESC adopts a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviour, with all concerns managed promptly in line with safeguarding procedures. The Centre promotes a supportive and inclusive environment where learners can discuss mental health and access appropriate support. Through RSHE and Personal Development, learners develop understanding of mental health, wellbeing and the impact of experiences such as trauma, alongside strategies for managing this. Staff are trained to recognise concerns and signpost support, encouraging learners to seek help and build resilience.

All staff delivering RSHE:

- Understand that discussions may lead to safeguarding disclosures, and are trained to respond in line with the Child Protection Policy and KCSIE
- Do not guarantee confidentiality and are clear with learners about the need to share concerns where safety is at risk
- Know how to refer concerns promptly to the Designated Safeguarding Lead (DSL)
- Are mindful of learners' lived experiences and ensure content is delivered sensitively and appropriately
- Pregnancy disclosures must be reported to the Safeguarding Team, with appropriate support offered
- Sexual orientation is discussed sensitively, honestly and appropriately

Mental health concerns are responded to promptly, with referrals made where necessary to the Safeguarding Team and appropriate support services.

Teaching about the Law in RSE

In line with Department for Education statutory guidance (2026), DESC ensures that learners are taught about the relevant legal frameworks that underpin relationships, personal safety, and health. Teaching about the law is delivered in a factual, age-appropriate and sensitive manner, ensuring that learners understand both their rights and responsibilities as citizens.

This learning is integrated across the Relationships, Sex and Health Education (RSHE) curriculum and supports learners to make informed, safe and responsible decisions.

Learners are taught about the law in relation to:

Relationships and personal rights

- Marriage and civil partnerships, including the legal status and responsibilities associated with each
- Forced marriage and the legal age of marriage
- Equality law, including the protected characteristics set out in the Equality Act 2010
- The right to be treated with respect and dignity in all relationships

Consent and sexual relationships

- The legal definition of consent and the age of consent
- The right to give, withdraw or withhold consent
- Laws relating to sexual offences, including rape and sexual assault
- The legal and ethical responsibilities within intimate relationships

Safeguarding and protection from harm

- Domestic abuse, including coercive and controlling behaviour
- Sexual harassment, sexual violence and harmful sexual behaviour
- Child sexual exploitation, grooming and abuse
- Female genital mutilation (FGM), virginity testing and hymenoplasty, including their legal status
- The responsibilities of professionals to report safeguarding concerns

Online safety and digital behaviours

- Laws relating to the sharing of sexual images, including youth-produced sexual imagery
- The illegality of sharing or possessing indecent images of under-18s
- Online sexual exploitation, coercion and sextortion
- The ethical, legal; social and risks associated with AI-generated content (e.g. deepfakes) and misuse of technology
- To recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing.
- The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
- 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.
- Evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies.
- The negative influence pornography can have on people who see it, accidentally or deliberately.

Health and wellbeing

- Laws relating to sexual health, including access to contraception and health services
- The legal frameworks around pregnancy and reproductive choices
- The law relating to alcohol, drugs, vaping and smoking
- The legal context of gambling and financial harms

Alternative Provision Delivery

DESC uses trauma-informed approaches, small-group and 1:1 teaching, and flexible sequencing to meet learner needs while maintaining statutory coverage.

Inclusion, Equality and LGBT Content

RSE is inclusive and respectful of different families, faiths and identities. Teaching includes protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Teaching reflects the law relating to biological sex and gender reassignment. It teaches about LGBTQ+ people and relationships. It is delivered in a factual, balanced manner, sensitive to the needs of the learners and community. It is taught in the context of respect, equality and the law.

SEND and Personalisation

RSE is adapted for learners with SEND and SEMH needs using:

- Clear language and visuals
- Repetition and overlearning
- Additional processing time

Individual plans and risk assessments inform delivery where appropriate.

Parent/Carer Engagement and Transparency

- Parents/carers are consulted on policy and curriculum changes
- The policy is published on the website
- Teaching materials are available upon request
- Termly overviews and workshops are provided
- Processes are strengthened ahead of September 2026 guidance

Right to Withdraw from Sex Education

At DESC, we recognise the important role that parents/carers play in supporting their child's education and understand that some families may wish to request withdrawal from elements of Sex Education.

In line with statutory guidance, parents/carers have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the Relationships, Sex and Health Education (RSHE) curriculum, except for content that forms part of the National Curriculum for Science.

Process for requesting withdrawal

Where a parent/carer wishes to request withdrawal, they must do so in writing to the Centre by completing the 'Parental Withdrawal Form' found in Appendix 1 or via the following link: Right to Withdraw from RSE – Fill out form:

- A meeting will be arranged with the Co-Headteacher to discuss the request.
- This discussion will seek to:
    - clarify the nature and purpose of the curriculum content
    - explore any concerns or misconceptions
    - explain the benefits of receiving a full RSHE education, including safeguarding and wellbeing considerations
    - consider the potential impact of withdrawal on the learner's knowledge, relationships and emotional development

The school will respect parental rights while ensuring that decisions are made in the best interests of the child.

Consideration of requests and potential refusal

In most cases, requests for withdrawal from Sex Education will be granted. However, in line with statutory guidance for secondary-aged learners, the Co-Headteacher may refuse a request in exceptional circumstances, for example where:

- There are safeguarding concerns or identified vulnerabilities that indicate the learner would be at greater risk without access to this learning
- The learner has specific needs (e.g. related to SEMH, exploitation risk or harmful sexual behaviour) where Sex Education forms a protective and preventative element of their education
- Withdrawal would significantly impact the learner's ability to understand risk, consent, or personal safety

Any decision to refuse a request will be made on a case-by-case basis, with the child's welfare as the overriding priority, and will be clearly communicated and explained to parents/carers.

Learner rights

In accordance with statutory guidance:

- From three terms before a learner turns 16, the learner has the right to opt back into Sex Education themselves, even if a parent/carer has previously requested withdrawal
- The school will ensure learners are made aware of this right and supported to make an informed decision

Alternative provision

Where a learner is withdrawn from Sex Education:

- DESC will provide appropriate, purposeful alternative education during the period of withdrawal
- Relationships Education and Health Education will continue to be delivered, as these are statutory and cannot be withdrawn from

Complaints are managed in accordance with DESC's Complaints Policy. Safeguarding duties remain paramount.

Review: This policy is reviewed annually or sooner if required.

Next scheduled review: July 2027

Appendix 1: ***Right to Withdraw Form***

TO BE COMPLETED BY PARENTS			
Learner name		POD	
Parent/Carer Name:		Date:	
Parent/Carer Email/Phone:			
Please indicate your request: ☐ I wish to withdraw my child from all sex education lessons in KS4 ☐ I wish to withdraw my child from specific sex education lessons only If specific, please list topics/lessons:			
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent's signature			

TO BE COMPLETED BY DESC	
Agreed actions from discussion with parents	

Appendix 2: Key Definitions

Relationships Education

Statutory learning about:

- healthy friendships and relationships
- families and different types of relationships
- respect, consent and personal boundaries
- online relationships and safety

Parents/carers **cannot withdraw** their child from this content.

Health Education

Statutory learning about:

- mental wellbeing and emotional regulation
- physical health, including diet, exercise and lifestyle
- the impact of substances such as drugs, alcohol and tobacco
- how to access support and health services

Parents/carers **cannot withdraw** their child from this content.

Sex Education

Learning about:

- sexual relationships and intimacy
- reproduction and sexual health
- contraception and sexually transmitted infections
- pregnancy and choices

Parents/carers may request withdrawal from this element, except where it forms part of the **National Curriculum for Science.**

Appendix 3: *Curriculum Overviews*

Primary Provision Statement – Personal Development and RSE Mapping (DfE 2026)

Our Hub provision prioritises social, emotional wellbeing and personal development, in line with the DfE Relationships Education and Health Education statutory guidance (from September 2026).

Our curriculum supports learners to make informed decisions about their physical and mental wellbeing. Through food technology and daily practice, learners develop an understanding of healthy eating, nutrition and active lifestyles, reflecting statutory expectations for physical health. Regular outdoor learning, physical activity and enrichment opportunities further strengthen understanding of the link between physical and mental wellbeing.

A strong focus on reflection, emotional regulation and positive behaviour supports learners to build resilience, self-control and appropriate strategies for managing challenges, in line with expectations for developing mental wellbeing and self-regulation.

The provision also supports core principles of primary relationships education. Learners are encouraged to cooperate with others, engage positively in group activities and develop respectful relationships. Educational visits, community engagement and visiting speakers broaden understanding of the wider world and support Learners to interact safely and appropriately in different contexts.

A wide range of enrichment opportunities—including local visits, outdoor learning and community experiences—provide real-world contexts that build confidence, independence, personal safety awareness and aspiration.

This provision complements statutory RSE; however, responsibility for delivering the full RSE curriculum remains with the learner's main school. Where needed, the Hub provides targeted, bespoke support in partnership with the referring school.

Primary Provision – RSE & Personal Development Curriculum Mapping (DfE 2026)

DfE Statutory Area	Key Requirement (DfE Guidance)	Hub Curriculum Provision	Impact on Learners
Health Education (Overall Aim)	Learners develop knowledge to make informed decisions about physical and mental health and wellbeing	Integrated PSHE-focused curriculum prioritising social, emotional wellbeing and personal development	Learners develop increased awareness of how to manage their wellbeing and make positive choices
Physical Health & Healthy Lifestyles	Teach characteristics of good physical health, including healthy eating and lifestyle choices	Food technology, meal preparation and daily routines promoting nutrition and healthy habits	Improved understanding of healthy eating and the importance of maintaining an active lifestyle
Physical Activity & Exercise	Understand the link between physical activity and mental wellbeing	Regular outdoor learning, structured physical activity and enrichment opportunities	Learners recognise the impact of physical activity on wellbeing and engagement
Mental Wellbeing & Self-Regulation	Develop self-regulation, resilience and strategies to manage challenges	Focus on reflection, emotional regulation and positive behaviour approaches	Improved resilience, self-control and ability to manage emotions and behaviour
Relationships Education (Primary)	Develop respectful relationships, cooperation and positive social behaviours	Group activities, behaviour modelling, and structured opportunities to work collaboratively	Learners build positive relationships, cooperation skills and respectful behaviours

Key Stage 3 Provision Statement

Our Key Stage 3 Hub provision focuses on addressing the social, emotional and behavioural needs that have led to dual registration. The curriculum prioritises personal development, supporting learners to build self-awareness, regulate emotions and develop positive relationships, enabling successful reintegration into their main school.

Core themes include identity ("Who am I?"), communication, trust, positive relationships and emotional regulation. These are delivered through structured sessions, enrichment activities and daily routines, including unstructured times such as break and mealtimes, which are used as guided opportunities to develop social skills and appropriate behaviour.

Learners participate in a 12-week Learning Outside the Classroom (LOtC) programme, providing opportunities to develop leadership, teamwork, communication, confidence and independence. These experiences support decision-making, resilience and self-esteem through real-life application.

This provision aligns with the DfE statutory expectations for Health Education, particularly in promoting mental wellbeing, self-regulation and positive behaviours. It also supports key principles of Relationships Education by developing respectful relationships and cooperation.

The Hub provision complements, but does not replace, statutory RSE. Responsibility for delivering the full statutory RSE curriculum remains with the learner's main school. Where required, targeted and bespoke support may be provided in partnership with the referring school.

KS3 Curriculum Mapping

DfE Statutory Area	Key Requirement (DfE Guidance)	Hub Curriculum Provision (KS3)	Impact on Learners
Mental Wellbeing	Understand how to manage emotions, build resilience and recognise wellbeing needs	Curriculum themes: Who am I, Managing My Emotions; structured reflection and emotional regulation work	Improved emotional literacy, resilience and ability to manage behaviour
Self-Regulation & Behaviour	Develop self-control and strategies to respond appropriately to challenges	Behaviour-focused interventions, modelling and guided practice during lessons and unstructured times	Increased self-control, reduced incidents and improved readiness to learn
Relationships & Social Skills	Develop positive, respectful relationships and cooperation	Focus on communication, trust, teamwork and group-based learning activities	Improved peer relationships, cooperation and social confidence
Decision-Making & Risk Awareness	Make informed choices and understand consequences of actions	Real-life application through LOtC, behaviour reflection and supported decision-making	Stronger decision-making skills and personal responsibility
Physical Activity & Wellbeing	Understand links between activity, wellbeing and overall health	LOtC programme, outdoor activities and team challenges	Increased engagement, confidence and awareness of wellbeing benefits
Personal Development (Wider PSHE)	Apply learning in real-life contexts to build independence and life skills	Enrichment, community-based experiences and structured unstructured times (break/lunch routines)	Greater independence,

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independence, health choices and wellbeing. This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4	**Navigating the online world** This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	**Friendship, diversity and challenging extremism** This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.	**Managing influence** This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.	**Exploring consent and recognising abuse** This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.	**Study, work and careers** This unit explores career choices and pathways, work experience, and applications for study or work.
Lessons: L1: unhealthy coping, warning signs and triggers L2: Finding and using health services. L3: Women well-being L4: Men's health- What is testicular cancer? L5: Prevent Breast Cancer – Breast cancer awareness and prevention L6: Exploring organ donation	Lessons: L1: How does AI affect our daily lives and what are the limitations of generative AI? L2: What are the limitations of generative AI? L3: How does generative AI affect our understanding of the world? L4: How do chatbots affect relationships? L5: Digital deception: Understanding deepfakes L6: Not just flirting – Social attitudes to sending nudes.	Lessons: L1: Recognising and challenging bullying behaviour L2: Recognising and challenging unhealthy attitude to bullying L3: Valuing diversity L4: Understanding and preventing extremism L 5: How are people drawn into extremist groups?	Lessons: L1:All about money? L2:Can it be trusted? L3: The impact and spread of misogynist narratives L4:Safely challenging misogynistic beliefs and attitudes. L5: Gambling	Lessons: L1: The role of intimacy and pleasure L2: The impact of pornography L3: Pressure, persuasion and coercion L4: FGM L5: Forced marriage L6: Relationship rights and reporting abuse	Lessons: L1 Identifying careers preferences L2: Navigating the careers landscape L3: Mapping a career path L4: Making a good impression L5: Preparing for work experience L6: reflecting on work experience.

Autum	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams. Lessons: L1: Mental health and wellbeing throughout life L2: managing distractions L3: Changing thinking habits L4: change loss and grief L5: sleep factor L6: Vaccinations and immunisations.	**Drugs and personal safety.** This unit supports students to understand the risks linked to substance use and Lessons: L1: Drugs education- assessing risk L2: Managing influence and help seeking L3: Gangs: how it might start L4: Risks and consequences L5: Getting out L6: Looking out for each other.	**Safe relationships and sexual health** This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and Lessons: L1: Healthy and unhealthy relationships L2: Power and control L3: Setting boundaries and getting help L4: Relationship behaviours L5: Choices related to sex and contraception L6: Sexual health	**Families, fertility and pregnancy** This unit explores family life, including committed relationships and parenting Lessons: L1: Long-term commitment L2: The legal status of marriage L3: Being a young parent L4: Fertility and routes to parenthood L5: Pregnancy outcomes L6: Pregnancy choices	**Online financial harms** This unit supports students to understand online Lessons: L1: Making money online: rights, risks and cryptocurrencies L2: Controlled and uncontrolled online spending L3: Financial exploitation online: Factors, strategies and support L4:Money laundering L5: Social engineering	Study leave Study leave

Respect, Aspiration, Resilience