CHELLASTON ACADEMY

Relationships and Sex Education (RSE) and Health Education Policy (Secondary)

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Revision History

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1. Statement of Intent

At Tapestry Learning Partnership Tapestry) we recognise that a high-quality programme of Personal, Social, Health and Economic education (PSHE), including Relationships and Sex Education (RSE) and Health Education, is a vital element of our schools' wider Personal Development curriculum.

Through this curriculum, students develop the knowledge, understanding and personal skills required to make safe, informed, and responsible decisions throughout their lives.

The curriculum enables students to:

- Understand how to build and maintain positive relationships based on mutual respect, trust, and equality.
- Recognise unhealthy or abusive behaviours in relationships and know how to seek support.
- Understand the physical and emotional changes that occur during adolescence.
- Develop strategies to manage their mental and emotional wellbeing.
- Recognise risks in both online and offline environments and understand how to protect themselves.
- Develop resilience, independence, and responsible decision-making skills.
- Understand the responsibilities associated with being members of a diverse society.

The curriculum contributes to our Trust's vision of:

'Every Child and Young Person to Succeed and Flourish.'

And our school's vision of:

At Chellaston Academy, children are at the heart of everything we do. Our vision is to create mature, confident and successful global citizens who can thrive in an ever-changing world, guided by our shared values of Integrity, Care and Excellence.
While strong academic outcomes matter, we believe success is defined by far more than examination results. We are committed to developing the whole person, nurturing qualities such as self-confidence, self-belief and self-esteem, and recognising and celebrating individual talents.
Through the PSHE curriculum, our schools aim to support the spiritual, moral, social, and cultural development of students and prepare them for life in modern Britain.

2. Legal Framework

This policy has been written with due regard to all relevant statutory guidance and legislation, including but not limited to:

- The Equality Act 2010
- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025

- DfE statutory safeguarding guidance: Keeping Children Safe in Education (2026)
- The National Curriculum for Science

Under these regulations:

- Relationships education is compulsory in all secondary schools
- Health education is compulsory in all state-funded schools
- Biological aspects of human reproduction are compulsory through the science curriculum

Schools are required to ensure that the curriculum is delivered in an age-appropriate, factual, inclusive, and non-judgemental manner, allowing students to explore complex topics in a safe learning environment.

3. Policy development

This policy was originally developed in consultation with staff, pupils, and parents to address the relevant national guidance. School leaders continue to consult with parents and students.

4. Roles and Responsibilities

4.1 The Trust (Tapestry)

Tapestry will review this policy regularly and ensure that any changes required by national legislation or local need are implemented.

4.2 Board of Trustees

The Board of Trustees has strategic responsibility for ensuring that the school fulfils its statutory obligations in relation to Relationships and Sex Education and Health Education. In fulfilling this responsibility, the Board of Trustees will ensure via the chief strategy group that:

- The curriculum enables all students to make appropriate progress in achieving the expected educational outcomes set out in the statutory guidance.
- Provision is inclusive and accessible for students with Special Educational Needs and Disabilities (SEND)
- Parents are provided with clear information about curriculum content and their right to request withdrawal from the non-statutory elements of sex education.
- Curriculum content and teaching materials are aligned with the statutory guidance.

4.3 Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that the school meets all statutory requirements in relation to RSE and Health Education. This responsibility includes:

- Ensuring that the curriculum is effectively implemented across the school.

- Ensuring that staff delivering the curriculum receive appropriate training and support.
- Ensuring that parents are informed about the curriculum and how it is delivered.
- Reviewing requests from parents to withdraw their child from the non-statutory elements of sex education
- Ensuring that appropriate alternative educational provision is available for students who are withdrawn from lessons.
- Ensuring that safeguarding procedures are followed if students make disclosures during lessons.

The Headteacher may delegate elements of this responsibility to senior leaders within the school.

4.4 RSE and Health Education Subject Leader

The RSE and Health Education Subject Leader is responsible for the strategic leadership and operational management of the PSHE curriculum. This includes:

- Overseeing the design, implementation, and development of the PSHE curriculum.
- Ensuring that the curriculum is carefully sequenced so that knowledge builds progressively across year groups.
- Ensuring that curriculum content is age-appropriate and meets statutory requirements.
- Supporting staff delivering PSHE lessons and providing guidance on sensitive topics.
- Ensuring that appropriate resources are available to support teaching.
- Monitoring the quality of teaching and learning within the subject.
- Organising professional development opportunities for staff.
- Evaluating the effectiveness of the curriculum and reporting findings to senior leaders.

4.5 Teaching Staff

Teachers and tutors (where applicable) delivering PSHE, RSE and Health Education are responsible for:

- Delivering the curriculum in a sensitive, inclusive, and professional manner.
- Ensuring that lessons are appropriately planned and structured to meet the needs of students.
- Using a range of teaching strategies and resources to support engagement and understanding.
- Modelling positive attitudes towards relationships, wellbeing, and equality.
- Ensuring that personal opinions are not expressed.
- Reporting safeguarding concerns to the Designated Safeguarding Lead in accordance with Tapestry's Safeguarding & Child Protection Policy.
- Abiding to impartiality laws and training (CPD).

5. Organisation of the RSE and Health Education Curriculum

At Chellaston Academy the PSHE curriculum is delivered through PD (Personal Development) tutors during a full lesson once a fortnight in curriculum time to mixed pupils from the same year group.

It is also delivered during PD sessions in the morning and complimented by Assemblies and workshops.

5.1 Tutor-led PSHE lessons

PSHE is delivered fortnightly through the tutor programme. Students typically receive three to four sessions per half term, depending on the length of the term. These lessons are delivered by trained teachers and follow a structured programme of study.

5.2 Enrichment and Drop-Down sessions

In addition to PD sessions, pupils participate in further PSHE enrichment activities. These sessions allow extended learning opportunities and often involve specialist speakers or workshops delivered by external providers.

Topics are reviewed annually and informed by:

- Safeguarding data
- Student voice
- Local community needs
- National safeguarding priorities

6. RSE Subject Overview

The RSE curriculum supports students to develop the knowledge and skills needed to build healthy relationships.

Students learn about:

- Families
- Respectful relationships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

7. Health Education Overview

Health education enables students to develop an understanding of physical and mental wellbeing. Topics include:

- Mental well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco, and vaping
- Health protection and understanding the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

8. Delivery of the Curriculum

The majority of the curriculum is delivered through PSHE lessons.

Teaching will ensure that:

- Knowledge is sequenced logically across year groups
- Content is delivered in manageable units of learning
- Students have opportunities to practise applying knowledge in realistic contexts
- Teaching is inclusive and accessible for all students

Lessons use a range of teaching approaches including:

- Discussion
- Group work
- Case studies and scenario-based learning
- Reflective activities

8.1 Managing difficult questions

Students may ask questions about topics which go beyond any sex education covered by the school. In these situations, teachers will handle such questions, with an emphasis on supporting the child. This may include asking a student to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

9. Curriculum Links

The PSHE curriculum is supported by learning in other subjects including:

- Science
- Computing/IT
- Physical Education
- Philsophy

10. Working with Parents

The school recognises the important role that parents and carers play in supporting students' learning and development. Parents are informed about the PSHE curriculum through:

- The school website
- School communications
- Information available at parents' evenings

Parents are encouraged to contact the school if they wish to discuss curriculum content and view materials used in teaching RSHE.

11. Working with External Agencies

External organisations may contribute to the delivery of the PSHE curriculum where specialist expertise is beneficial.

External visitors may include:

- NHS professionals
- Safeguarding organisations
- Theatre groups delivering educational performances

- Community safety organisations
- Professional speakers

All visitors must comply with Tapestry's safeguarding and visitor procedures.

12. Withdrawal from Lessons

12.1 Parental Right to *Request Withdrawal Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025*,

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE curriculum, with the exception of content that forms part of the statutory science curriculum.

Sex education in this context refers to teaching about sexual relationships and sexual health delivered outside of the science curriculum.

Students cannot be withdrawn from:

- Relationships education
- Health education
- Biological aspects of reproduction delivered through science lessons These areas are statutory and must be taught to all students

12.2 Process for Requesting Withdrawal

If a parent or carer wishes to request that their child be withdrawn from the non-statutory elements of sex education, the following process will apply:

Written request

The parent or carer must submit a written request to the Headteacher outlining their request to withdraw their child from specific elements of the curriculum.

Meeting with the Headteacher

The Headteacher or a delegated senior leader, will arrange a meeting with the parent or carer to:

- Discuss the nature and purpose of the curriculum
- Explain the benefits of students receiving the education
- Provide an opportunity for parents to review curriculum materials where appropriate

Consideration of the request

The Headteacher will carefully consider the request in accordance with statutory guidance and will respect the parent's legal right to withdraw their child from non-statutory sex education.

Alternative educational provision

Where a student is withdrawn from sex education lessons, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

12.3 Student Right to Access Sex Education

While parents have the right to request withdrawal, this right does not apply indefinitely. Under statutory guidance:

- If a student wishes to receive sex education three terms before they turn 16, the school must ensure that the student receives this education during one of those terms, regardless of parental request.

This provision ensures that all students have access to appropriate education before reaching adulthood.

12.4 Curriculum Transparency

Tapestry and the school are committed to maintaining transparency with parents regarding curriculum content.

The school will ensure that:

- This policy is published on the school website
- Parents are informed about the curriculum through communications and events
- Parents have opportunities to discuss the curriculum with staff if they have concerns or questions

12.5 Safeguarding Considerations

The school recognises that some elements of the curriculum address issues that may be relevant to safeguarding and personal safety. Even where students are withdrawn from sex education lessons, they will continue to receive teaching relating to:

- Healthy relationships
- Consent and personal boundaries
- Recognising abuse and exploitation
- Online safety

These topics form part of the statutory relationships and health education curriculum and are essential for safeguarding and wellbeing.

13. Equality and Accessibility

Tapestry and the school are committed to ensuring that the curriculum is inclusive and accessible for all students. Teaching reflects the requirements of the Equality Act 2010 and recognises the diverse backgrounds of students within the school community.

Support may include:

- Adapted and scaffolded resources and learning materials
- Additional adult support

14. Safeguarding and Confidentiality

Safeguarding is a central element of the PSHE curriculum.

Staff follow the procedures outlined in Tapestry's Safeguarding & Child Protection Policy and statutory guidance in Keeping Children Safe in Education (2026). Any safeguarding concerns raised during lessons will be reported to the Designated Safeguarding Lead.

15. Assessment

Assessment within PSHE focuses on monitoring understanding and engagement. Methods include reflective activities, written tasks, knowledge checks and teacher feedback.

16. Staff Training

Staff delivering the curriculum receive ongoing professional development. Training may include safeguarding training, guidance on teaching sensitive topics and updates on statutory guidance.

17. Monitoring Quality

The quality of the curriculum is monitored through:

- Lesson visits
- Work scrutiny
- Student voice
- Staff voice
- Safeguarding trend analysis

18. Monitoring and Review

This policy will be reviewed annually by Tapestry, Headteacher and PSHE subject leader. Any updates will be communicated to staff, parents, and governors.

Appendix 1: Statutory Guidance

By the end of secondary school students should know:

Families - Curriculum content:

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 students are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships - curriculum content:

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.

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.

Online safety and awareness - curriculum content:

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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. 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.
11. 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.
12. How information and data is generated, collected, shared, and used online.
13. 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).
14. 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.
15. 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 - curriculum content:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic, or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted, and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. 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.
14. 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.
15. 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.
16. 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 - curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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.
5. That some sexual behaviours can be harmful.

6. 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.
7. 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.
8. 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.
9. The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.

Appendix 2: School overviews

2a – PSHCE Overview of lessons

PURPLE - UNDERSTANDING MYSELF ORANGE = UNDERSTANDING MYSELF AND OTHERS YELLOW = UNDERSTANDING MYSELF WITHIN THE WORLD

WEDNESDAY A PSHCE curriculum delivery

This curriculum plan focuses on the core lessons from our wider curriculum to fit a bi-weekly model. We will visit greater depth lessons additionally in PD time, through assemblies, drop down sessions and other areas of the curriculum.

This plan has been organised largely following the suggested curriculum sequence that can be found on our live curriculum map, starting with strands found within the theme of 'understanding myself', followed with 'understanding myself with others' and finally 'understanding myself within the world'. This is a psychological theory informed approach.

W/C	Y7	Y8	Y9	Y10	Y11
09/09/2026	What are my emotions telling me?	How can we develop a positive mindset?	Self-regulation techniques	Healthy and unhealthy coping strategies	Balancing everyday pressures and opportunities
23/09/2026	How can we make healthy choices for our mental wellbeing?	Who am I?	Why can it be hard to talk about our feelings?	Techniques for improving mental health and reducing low mood	How can we build resilience and overcome challenges?
07/10/2026	How can we build a positive relationship with ourselves?	How does our diet affect our physical health?	How can people protect themselves and others from STIs?	How can we overcome barriers to a healthy lifestyle?	How does addiction impact mental health?
21/10/2026	How do exercise and sleep impact our physical health?	What are the facts about alcohol?	How can we avoid pressuring other people?	How can someone stop smoking or vaping?	What health issues can affect people with female bodies?
Half-term					
26/10/2026					
11/11/2026	How do I keep my body and teeth clean?	The importance of genitals (including FGM)	How can we manage peer influence?	Pregnancy and healthy foetal development	What does it mean to become a parent?
25/11/2026	How do our bodies change during puberty?	What happens during sexual int	How can we manage feelings around change?	How can people make healthy choices around contraception?	Fertility, infertility and miscarriage
09/12/2026	How does it feel to go through puberty?	What choices do people make around using condoms?	What is required for safe and pleasurable physical intimacy?	How can we manage conflict healthily?	The choice to continue or end a pregnancy
CHRISTMAS HOLIDAY					
06/01/2027	How do our genitals change during puberty?	How can families have healthy relationships?	CAREERS	Why do some people have civil partnerships or marriages?	How can we access the healthcare we need?
20/01/2027	What support might females need during their period?	How do power dynamics affect us?	CAREERS	How can someone communicate choices about sex and intimacy?	What expectations exist about sex and intimacy?
03/02/2027	What do we need from a healthy relationship?	What are the links between sexism, harassment and harm?	CAREERS	How do gender stereotypes influence sexual violence?	How can someone deal with romantic rejection?
Half Term					
24/03/2027	How can we keep our friendships healthy?	How can someone respond to controlling behaviour?	Why is sexual consent so important?	How can someone identify and seek help for relationship abuse?	How can we avoid putting romantic and sexual pressure on other people?

10/03/2027	How do we have healthy boundaries with our friends?	What do the Fundamental British Values mean to you?	How do online cultures affect our connection to each other?	How can we ensure that our own behaviour is healthy and never controlling?	What can be the impact of combining alcohol and drugs with intimacy?
24/04/2027	How can we reduce harmful stereotypes?	How can we support people to love who they love?	How can bystanders reduce sexual harassment?	How do gender norms influence the way we behave?	How do online cultures and content affect sexual relationships
Easter Holidays					
21/04/2017	What is sexual harassment and how can we stop it?	How can we create a world where disabled people thrive?	What are the warning signs of unhealthy sexual behaviour?	What would our world be like if there was more tolerance?	What does it mean to be anti-racist?
05/05/2027	How does the Equality Act protect everyone in the UK?	How can we create a world free from racism?	How are stereotypes used to spread hate and make money?	What is it like to live in Britain?	
19/05/2027	How can we create a world free from sexism?	How can the internet impact our wellbeing?	How do we build a feeling of belonging?	What is the social model of disability?	

Half-term					
09/06/2027	CAREERS TERM	CAREERS TERM	What is the impact of sexism?	CAREERS TERM	
			How can we talk about gender with respect?		
23/06/2027			What impact can our online choices have?		
07/06/2027					
21/06/2027	REWARDS / FINAL WEEK CELEBRATION				
Total core lessons	16	16	16	16	13

2b – Morning sessions for delivery

PD DELIVERY IN MORNING SESSIONS 26-27

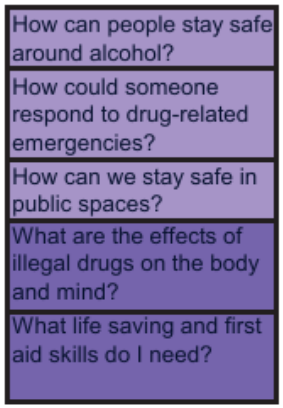
		7	8	9	10	11
	Day 1	How does it feel to start secondary school?				
WEEK B	HT1	How do we choose what to share online?	What can be the impact of sharing intimate content?	What can be the impact of deepfakes?	How easy do people find it to express their religion or beliefs?	How is data used to make money and influence us?
	HT1	How does money affect the online world?	How can we know what is real online?	How can we respond to online influence?	Why can extremism spread online?	How can we make healthy choices around gambling?
	HT2	How can we build our resilience to challenges?	How can we manage risks while trying new things?	What are the impacts of domestic abuse on wellbeing?	How can we improve our self-esteem?	How can people make healthy choices about cosmetic procedures?
	HT2	What are the facts about smoking and vaping?	What happens during sexual intercourse?	How can we avoid criminal exploitation?	How can we help our friends to have healthy boundaries?	How can you tell if a friendship is positive?
	HT3	How can we all love the body we have?	How can we create a school free of sexual harrasment?	How can we create an anti-discrimination school?	How can we respond to sexual behaviour online?	How can people heal from sexual harm?
	HT3	Genitals and reproductive systems	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)	What are my rights?	How can someone understand sexual pleasure and desire?	How does power affect consent?
	HT4	How do we identify and challenge bullying?	What could be the impact of viewing pornography?	CAREERS	What are the effects of sexual harassment on men and women?	How can we avoid exploitation and radicalisation?

HT4	How can we have a healthy relationship with our devices?	How can we end relationships with kindness?	CAREERS	How does the media affect body image and the way we relate?	How can I feel confident and safe when meeting new people ?
HT5	How can online content affect us?	How can algorithms unite or divide us?	Why can being online feel addictive?	How do wealth and class impact our lives?	How does it feel to complete secondary school?
HT5	How can we perform first aid?	The importance of vaccination and healthcare	How can we check our own health?	REVISION PREP	X
HT6	What rights do we have to privacy and our bodies?	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation)	How can blood, organ and stem cell donation save lives?	MOCKS	X
HT6	TBC		How do we avoid financial scams and exploitation?	MOCK REFLECTION	X
total	13	13	10	9	9

NB DRAMA 6

Total core lessons	16	16	16	16	13
TOTAL	**29**	**29**	**32**	**25**	**22**

Drama HT6


How can people stay safe around alcohol?
How could someone respond to drug-related emergencies?
How can we stay safe in public spaces?
What are the effects of illegal drugs on the body and mind?
What life saving and first aid skills do I need?

2c – Assembly rota

Assemblies 2026-2027

w/c	Topic	British Value	Team
7/9/26	Welcome and expectations Rolling assemblies to all Tuesday and Wednesday Safeguarding and wellbeing	Rule of Law	ALL SG TEAM
21/9/26	Student leadership, Values including Derby City Youth Mayor	Democracy Individual Liberty	RED
5/10/26	World Mental Health Day (10/10)	Respect	GREEN
19/10/26 – 2/11/26	Black History Month (Half term) Black History Month	Respect and Tolerance	
9/11/26	Anti Bullying week (16-20th) (Remembrance is this week 11/11) Children In Need 13/11	Individual Liberty	YELLOW
23/11/26	Respect	Respect	BLUE
7/12/26	Light around the world (Christmas) Achievement Assemblies	Respect and Tolerance	GREEN HOYS
4/1/27	Democracy and freedom of speech	Democracy	BLUE
18/1/27	Holocaust Memorial Day	Respect and Tolerance	History Team
	Half term		
1/2/27	Scams fishing and extortion inc deep fakes	Rule of Law	GREEN
22/2/27	Healthy Bodies and Minds WBD (4/3)	Keeping safe and healthy	YELLOW
8/3/27	International Women's Day (8/3)	Respect and Tolerance	RED
22/3/27	ACHIEVEMENT ASSEMBLIES		HOYS
12/4/27	Youth Produced Imagery	Rule of Law	GREEN
26/4/27	Neurodiversity - a celebration of difference	Individual Liberty / Respect and Tolerance	BLUE
3/5/27	PRIDE	Respect and Tolerance	RED
17/5/27	TBC – contingency to respond to trends		TBC
	Half term		
7/5/27	Charity/ community Week	Community	RED
21/5/27	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation	Rule of Law – keeping ourselves safe	YELLOW
5/7/27	Transition plus year group messages / rewards prep		HOYS
19/7/27	END OF TERM CELEBRATIONS		

BLUE 3 YELLOW 3 RED 4 GREEN 4

A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN HALL	COACHING	10	9	8	COACHING
SFH	COACHING	11	13	HOY/ RESPONSIVE	COACHING
B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN HALL	COACHING	7	HOY/ RESPONSIVE	HOY/ RESPONSIVE	COACHING
SFH	COACHING	11 Study focus	12	FREE	COACHING