

Parkstone Grammar School



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

DATE APPROVED	November 2025
APPROVED BY	Students and Staff Committee
NEXT REVIEW	September 2026-27
TYPE OF POLICY	Statutory



RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

OVERVIEW

This policy covers Parkstone Grammar's whole school approach to **Relationships, Sex and Health Education (RSHE)**. We believe that RSHE is vital for the personal, social and emotional development of our pupils. It equips pupils with the knowledge, skills and values they need to form healthy relationships, maintain physical and mental wellbeing, and navigate modern society safely and respectfully. At Parkstone we believe that all students have a right to a holistic, inclusive and needs-led RSHE curriculum. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school; courage, commitment and compassion, and our broader commitment to equality and celebration of difference. This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSHE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory [Relationships, Sex and Health Guidance 2025](#), issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. We will review the policy on a yearly basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the evolving needs of our pupils. The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour policy
- Child protection and safeguarding policy
- Online safety policy
- Drug Education

EQUALITY, INCLUSION AND SOCIAL JUSTICE

We believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through the challenging of gender stereotypes, sexism and sexual harassment. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE curriculum that makes every pupil feel valued and included and is relevant to them. This means we are committed to providing an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we consider the religious and cultural background of all pupils when teaching RSHE. Therefore, we will always challenge any forms of discrimination and prejudice between pupils and will promote understanding and respect as outlined under the Equality Act 2010.



DEFINITION OF RELATIONSHIPS, SEX AND HEALTH EDUCATION

For the purposes of this policy, the following terms are defined in line with statutory guidance and best practice for secondary education.

1. Relationships Education:

Relationships Education is the part of the curriculum that teaches pupils how to build and maintain safe, respectful and healthy relationships throughout adolescence.

It includes:

- Families and different types of stable, committed relationships.
- Friendships, positive peer interactions and teamwork.
- Consent, respect, equality and the law.
- Online behaviour, digital boundaries and recognising harassment or abuse.

Relationships Education is statutory and cannot be withdrawn from.

2. Sex Education:

Sex Education is the teaching that gives pupils factual, age-appropriate knowledge and skills to make informed choices about sexual activity and reproductive health.

It includes:

- Human reproduction and sexual intercourse (beyond what is covered in the science curriculum).
- Contraception, pregnancy options and preventing sexually transmitted infections.
- Sexual consent, intimacy and healthy sexual behaviour.
- Understanding the law and managing influence from pornography or peer pressure.

Parents/carers have the right to request withdrawal of their child from some or all of Sex Education (other than biological elements in the science curriculum) up to three terms before the pupil turns 16. Headteachers must discuss and record any request.

3. Health Education:

Health Education is the statutory teaching that supports pupils' **physical health and mental wellbeing** during adolescence and into adulthood.

It covers:

- Physical health: puberty, menstrual wellbeing, hygiene, sleep, nutrition, physical activity, and the risks of drugs, alcohol, tobacco and vaping.
- Mental health: resilience, managing stress, emotional literacy and how to access support.
- Online safety, media literacy and the impact of lifestyle on wellbeing.

Health Education helps young people make healthy choices, understand risk and seek timely help.



AIMS AND OBJECTIVES

The broad aim of our RSHE curriculum is to equip our pupils with the knowledge, skills, and values to build safe, respectful and healthy relationships — both online and offline — while supporting their physical, emotional and mental wellbeing. It aims to prepare them to make informed choices, understand consent, respect diversity, and stay safe in a rapidly changing world.

Our policy fits within the framework of the whole school aims:

- To help students to flourish personally, socially and academically, in an evolving world shaped by new digital technologies, diverse identities, and new wellbeing challenges.
- To equip pupils with the knowledge, skills and confidence to build healthy, respectful relationships; to look after their physical and mental health; to act responsibly online and offline; and to contribute positively to their communities.
- To provide a nurturing, empathic and positive environment, within which everyone feels confident and valued.
- To establish and develop links between the school and the wider community: governors, parents, friends, employers and other educational establishments
- To embed equality, inclusion and safeguarding throughout the curriculum; supporting our goal of preparing students to thrive as thoughtful, resilient and compassionate citizens.

The policy follows the guidance as set out by DfE and it aims specifically to ensure all students receive an effective Relationships, Sex and Health Education by facilitating:

- Building positive and respectful relationships online and offline.
- Gaining the knowledge, skills, attitudes and values that will help them to: support their health (including sexual health), wellbeing and dignity.
- Cultivation of self-esteem and self-worth
- Exploring the value of their personal and sexual identity and the personal/sexual identities of others
- Understanding family structures, committed relationships and the legal status of different types of long- term relationships
- Understanding and making sense of the real-life issues they are experiencing in the world around them
- Managing and exploring difficult feelings and emotions
- Considering how their choices affect their own wellbeing and that of others
- Developing as informed and responsible citizens
- Understanding and ensuring the protection of their rights throughout their lives.
- Linking sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, online safety
- Ensuring they understand how the law applies to sexual relationships such as consent and confidentiality.



We believe that high quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSHE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence

ORGANISATION AND DELIVERY OF RELATIONSHIPS, SEX and HEALTH EDUCATION

The curriculum programme is continually being developed and adapted by Emily Kilroy (Mental Health and Wellbeing Lead Practitioner) through careful collaboration with the Parkstone community of: governors, teachers, pupils, parents and external services. In terms of delivery, we first and foremost seek to meet the learning objectives and content outlined in the, [Relationships & Sex Education and Health Education Guidance](#). We then try to supplement this by providing a broader education on areas such as careers, finance, citizenship and study skills.

The scheme of work for the Academic Year 2025/26, according to each year group, is outlined in **Table 1**. The scheme of work follows a spiral model, so that key themes – such as relationships, health, safety, and citizenship – are revisited at increasing levels of depth and complexity as pupils progress through school. The rationale is that children's understanding, maturity, and life experiences grow over time; revisiting topics allows them to:

- Consolidate prior knowledge and skills.
- Apply learning in new contexts, such as the transition from primary to secondary, or from early adolescence to preparation for adult life.
- Explore sensitive or challenging subjects in a way that is age-appropriate, inclusive, and developmentally relevant.

The RSHE Subject content will be taught and developed in the following sessions:

1. Wellbeing Lessons

All statutory RSHE content will be delivered to Years 7, 9, 10 and 11 via a specialist, timetabled "**Wellbeing**" lesson once per cycle. This lesson will be taught by Miss Kilroy, or a member of the trained Wellbeing Team. These lessons seek to utilise expertise in teaching sensitive and personal topics.

2. Year 8 Wellbeing

Note that Year 8 do not have a timetabled Wellbeing lesson, but instead have their Wellbeing curriculum delivered on a Thursday morning Week B. This is delivered through a carefully curated series of "**Wellbeing Workshops**" throughout the year, delivered by the specialist wellbeing teaching team, led by Miss Kilroy, as well as some external speakers.

3. Life Skills Lessons

Students will then also have a "**Life Skills**" session every Thursday morning, Week B – which is a more adaptive and responsive curriculum that seeks to dynamically explore the broader and less specialist PSHE topics of: Finance



Education, Careers Education, Citizenship and Study Skills. The Life Skills lessons are usually delivered by tutors, or by external specialist providers where possible. This area of the curriculum is curated in close collaboration with a team of student ambassadors who are passionate about this area of their education and making it relevant for their peers. We seek to adapt this curriculum constantly to any emerging adolescent issues, and the wider global social, economic and political climate.

4. Wider Curriculum

In addition to the specialised Wellbeing and Life Skills lessons, some delivery of RSHE education is also found in other curriculum areas: Science, Religion and Philosophy, PE and Computer Science. Detailed information about this content can be found in the relevant schemes of work for these subject areas, and an overview can be found in Table 2.

5. Tutor Programme

The RSHE education is also supported by our new Tutor Programme that is delivering the much broader Personal Development curriculum, each morning during tutor times. For example, there is a fortnightly “Resilience Reset” morning tutor session that focuses on resilience strategies to achieve personal mental wellbeing.

All content will be delivered in a timely manner and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. The Careers education provided also links to the Statutory requirements of the Gatsby Benchmarks 2019 and the new framework devised by the Careers Development Institute 2021.

A wide range of teaching methods are employed. Knowledge and information is imparted through teacher presentation and more participatory, discussive methods are used to examine more sensitive issues. Some questions from students may need to be redirected to an alternative, appropriate source. An anonymous question box is also provided for students to be able to seek information to aid in their development, without fear of judgement.

Safe and Effective Practice:

- Staff and pupils agree ground rules to ensure respectful dialogue.
- Distancing techniques and anonymous question boxes support safe discussion.
- Teachers answer questions factually, signposting where needed.
- School staff will not express or be expected to express their personal views or beliefs when teaching RSHE
- Staff receive regular CPD on RSHE and safeguarding.

The effectiveness of the programme will be reviewed through regular student and staff evaluation and feedback opportunities. From analysis of the results of the evaluations the programme will then be adjusted to meet changing need



Wellbeing Curriculum Overview

At Parkstone Grammar School, our Wellbeing Curriculum is integral to fulfilling our school’s vision of nurturing well-rounded young citizens who are equipped with courage, commitment, and compassion to thrive academically and contribute positively to society. The Wellbeing curriculum aims to promote academic excellence while fostering resilience, self-awareness, and ethical citizenship. Within a safe and respectful learning environment, students explore essential life skills and attributes. This curriculum aligns with our broader mission to support their spiritual, moral, social, and cultural development, ensuring that they leave us confident, independent, and purpose-driven young people.

Wellbeing at Parkstone fully meets the statutory requirements of Relationships and Sex Education (RSE) and Health Education, while also extending beyond this to incorporate economic wellbeing, careers education, citizenship, digital literacy, and personal safety. Aligned with the PSHE Association’s framework, our Wellbeing curriculum is designed around three core strands:

PSHE Curriculum Core Strands:

Health and Wellbeing	Relationships	Living in the Wider World
Self-Concept	Positive Relationships	Learning Skills
Mental Health and Emotional Wellbeing	Relationship Values	Choices and Pathways
Healthy Lifestyles and Health-Related Decisions	Forming and maintaining respectful relationships	Work and Career
Drugs, Alcohol and Tobacco	Consent	Employment Rights and Responsibilities
Managing Risk and Personal Safety	Contraception and Parenthood	Financial Choices
Puberty and Sexual Health	Bullying, Abuse and Discrimination	Media literacy
Sexual Health and Fertility	Social Influences	Digital Resilience

How do we explore the content of the core strands?

The Parkstone Wellbeing curriculum is structured using a spiral model, meaning that these three key strands, and their sub-themes, are revisited at every key stage with the content, and its delivery, being developed appropriately as our students evolve in their independence and experience.

Key Stages 3 and 4

Our **Key Stages 3 and 4** the Wellbeing Curriculum takes a “competencies-based” approach to delivering this PSHE content. We explore key competencies (including skills and attributes) under three headings:

- Independence and Aspirations
- Autonomy and Advocacy
- Choices and Influences



Although the focus of our programme is on developing these competencies, this does not mean that building knowledge is not a central part of our curriculum, and we ensure that all statutory content is delivered. The competencies are developed by exploring the content of the three core strands of: Health and Wellbeing, Relationships and Living in the Wider World. For example, 'developing agency, the ability to manage influence and access support' can be taught through the context of drugs and alcohol while ensuring that the relevant factual knowledge is covered.

In this way we ensure that not only are we disseminating knowledge but are also developing skills and shaping our student's values. Our PSHE curriculum follows best practice principles as outlined by the PSHE Association and it seeks to build in developmental progression by revisiting key themes year on year, building on and extending prior learning.

Key Stage 5

At **Key Stage 5** the Wellbeing curriculum is much more adaptable as it shifts the focus on preparing our students for life after Parkstone. Student voice is at the centre of this programme, and we strive to ensure sessions are adaptable and relatable to the current needs of the students. However, the programme still seeks to deliver on the 3 core strands of effective PSHE education: Relationships and Sex Education, Health Education and Living in the Wider World. We aim to utilise many external speakers and services to aid in this provision, and to begin to diversify the information sources that students have access



KS3/4 Wellbeing Curriculum Overview: Competency Model

	Autumn Term		Spring Term		Summer Term	
Year 7	Developing goal setting, organisation skills and self-awareness:	Developing agency, strategies to manage influence and decision making:	Developing empathy, compassion and communication:	Developing self-confidence and self-worth:	Developing assertive communication, risk management and support-seeking skills:	Developing agency and <u>decision-making</u> skills:
	<ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	<ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	<ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online Rights in the community 	<ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	<ul style="list-style-type: none"> Relationship boundaries Unwanted contact FGM and forced marriage 	<ul style="list-style-type: none"> Drugs: Introduction Alcohol and Nicotine Safety and first aid
Year 8	Developing goal setting, motivation and self-awareness	Developing respect for beliefs, values and <u>opions</u> and advocacy skills	Developing agency and strategies to manage influence and access support	Develop risk management skills, analytical skills and strategies to identify bias	Developing communication and negotiation skills, clarifying values and strategies to manage influence	Developing agency and strategies to manage influence and access support
	<ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work (Unifrog) GCSE options guidance 	<ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality Healthy relationships 	<ul style="list-style-type: none"> Sending Images and Intro to contraception Boundaries and consent Online choices and influences 	<ul style="list-style-type: none"> Managing online presence Digital and media literacy Drugs: Vaping and Alcohol 	<ul style="list-style-type: none"> LGBT+ inclusivity 'Sexting' Managing conflict Recognising peer influence 	<ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity
Year 9	Developing analytical skills and strategies to identify bias and manage influence:	Developing self-confidence, risk management and strategies to manage influence:	Developing empathy, compassion and strategies to access support:	Developing <u>goal-setting</u> , analytical skills and decision making:	Developing assertive communication, clarifying values and strategies to manage influence:	Developing decision making, risk management and support-seeking skills:
	<ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	<ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	<ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies Menstrual Health Check-up 	<ul style="list-style-type: none"> Career planning Employability 	<ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	<ul style="list-style-type: none"> Contraception and consent STI's Cancer Awareness (October) First Aid Refresher
Year 10	Goal setting, leadership and presentation skills:	Empathy and compassion, strategies to manage influence and assertive communication:	Agency and decision making, strategies to manage influence and access support:	Self-awareness, <u>goal-setting</u> , adaptability and organisation skills:	Respect for diversity, risk management and support-seeking skills:	Motivation, organisation, leadership and presentation skills:
	<ul style="list-style-type: none"> Transition into Key Stage 4: Study Skills Applying for work experience Use of Unifrog and career planning 	<ul style="list-style-type: none"> Relationship expectations and Consent Identifying and responding to abuse and harassment Impact of Pornography Extremism (INCEL culture and Manosphere) 	<ul style="list-style-type: none"> Online relationships (Autumn Term) Making safe choices First aid and <u>life-saving</u>: Drugs and Alcohol safety 	<ul style="list-style-type: none"> Learning skills (1% club throughout year) Managing exam pressure and Perfectionism 	<ul style="list-style-type: none"> Diversity and discrimination Extremism: Political and Religious Forced marriage and FGM 	<ul style="list-style-type: none"> Preparation for, and reflection on work experience
Year 11	Developing confidence, self-worth, adaptability and <u>decision-making</u> skills:	Developing communication and negotiation skills, risk management and support-seeking skills:	Developing confidence, agency and support-seeking skills:	Developing empathy and compassion, clarifying values and support-seeking skills:	Developing resilience and risk management skills:	Choices and Influences
	<ul style="list-style-type: none"> Recognising and celebrating successes Setting career goals Employability skills 	<ul style="list-style-type: none"> Relationship values Maintaining sexual health Sexual health services Managing relationship challenges and endings 	<ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation 	<ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	<ul style="list-style-type: none"> Money management Fraud and cybercrime Preparing for adult life Transition and new opportunities after Parkstone 	Autonomy and advocacy
						Independence and Aspirations



KS5 Wellbeing Curriculum Overview

Year 12	Delivered throughout year in Life Skills Sessions and Tutor Programme					
	Mental Health and Wellbeing	Living in the Wider World	Diversity and Inclusion	Planning for the future	Respectful relationships	Health Choices and Safety
Topics	<ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy Coping Strategies 	<ul style="list-style-type: none"> Career opportunities Preparing for the world of work 	<ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination 	<ul style="list-style-type: none"> Exploring future opportunities Post-18 options The impact of financial decisions 	<ul style="list-style-type: none"> Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships 	<ul style="list-style-type: none"> Independence and keeping safe Travel First aid The impact of substance use

Year 13	Delivered throughout year through Life Skills sessions and Tutor Programme					
	Mental Health and Wellbeing	Living in the Wider World	Diversity and Inclusion	Planning for the future	Respectful relationships	
Topics	<ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood 	<ul style="list-style-type: none"> UCAS Future opportunities and career development Maintaining a positive professional identity 	<ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy 	<ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices 	<ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes 	



THE WELLBEING PROGRAMME - Year 7

KEY STAGE 3 Curriculum Intent:

At key stage 3, students build on their knowledge and understanding, skills, attributes and values they have acquired and developed at primary school. Our Wellbeing curriculum at years 7-11 develops our young people through the key changes they face; starting with the move to secondary school, the challenges of adolescence, and their growing independence. At Parkstone, we believe that effective PSHE delivery is vital for effective learning and preparing for independent adult life.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
- Form Tutor

Delivery of curriculum:

- A **fortnightly timetabled “Wellbeing” lesson** with Miss Kilroy, mainly for the specialist delivery of statutory “Relationships and Sex Education” and “Health Education”.
- Every Thursday Week B Period 1 – students will have a **‘Life Skills’** session with their tutor. The focus of these sessions is the delivery of the wider PSHE curriculum including; Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**.



Proposed delivery of the Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 7	Competency Theme	Unit Title	Skills focus	Delivery	Lesson Topics
Autumn Term	Independence and aspirations	Who will I be at Parkstone?	Developing goal setting, organisation skills and self-awareness	Life Skills	<ol style="list-style-type: none"> 1. Setting goals at Parkstone 2. BHM: Diversity and Tolerance 3. Transition Check-in 4. United Nations Day: What is Democracy? 5. 1% Club Launch 6. Careers: Who am I and what can I be? (2 sessions)
	Choices and influences	How will I stay healthy at Parkstone?	Developing agency, strategies to manage influence and decision making	Wellbeing	<ol style="list-style-type: none"> 1. Personal Identity and Values 2. Healthy Living: Regulating Emotions 3. Healthy Living: Diet 4. Healthy Living: Exercise 5. Healthy Living: Hygiene and Health 6. Healthy Living: Sleep 7. Healthy Living: Relationships
Spring Term	Autonomy and advocacy	How do I communicate what I want?	Developing empathy, compassion and communication	Life Skills	<ol style="list-style-type: none"> 1. Managing Friendships and Loneliness 2. How to cope when relationships change 3. How to recognise and report a bully (Neurodiversity focus) 4. What is my dream job? 5. What is a career? 6. How to be an entrepreneur
	Independence and aspirations	How am I going to change?	Developing self-confidence and self-worth	Wellbeing	<ol style="list-style-type: none"> 1. I am worthy 2. I am healthy and strong 3. Puberty: My body will change 4. Puberty: I will feel different 5. Period Power: What's happening? 6. Period Power: How do I manage?
Summer Term	Autonomy and advocacy	How do I fit into the wider world?	Developing assertive communication, risk management and support-seeking skills	Life Skills	<ol style="list-style-type: none"> 1. How is my country governed? 2. The history of my vote. 3. Precious Liberties 4. Race across the world challenge: (2 sessions) 5. Safety and First Aid
	Choices and influences	How do I know what's right and stay safe?	Developing agency and decision-making skills:	Wellbeing	<ol style="list-style-type: none"> 1. Relationship Boundaries 2. What are my rights as a child? 3. Recognising Peer Influence 4. FGM and forced marriage 5. What is a drug and making safe choices. (2 sessions)



THE WELLBEING PROGRAMME - Year 8

KEY STAGE 3 Curriculum Intent:

At key stage 3, students build on their knowledge and understanding, skills, attributes and values they have acquired and developed at primary school. Our Wellbeing curriculum at years 7-11 develops our young people through the key changes they face; starting with the move to secondary school, the challenges of adolescence, and their growing independence. At Parkstone, we believe that effective PSHE delivery is vital for effective learning and preparing for independent adult life.

Teachers:

- Form Tutor
 - Specialist sessions by Miss Kilroy and other members of staff
 - External Speakers
-

Delivery of curriculum:

- Every Week B Period 1 – students will have a **‘Wellbeing’** session with their tutor. The focus of these sessions is the delivery of RSE Education, Health Education as well as the broader PSHE curriculum including; Careers, Finance, Citizenship and Digital Literacy.
- Many aspects of this PSHE curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice, through a variety of debates, discussions and enriching opportunities.



Proposed delivery of the Year 8 Wellbeing curriculum in Life Skills Lessons 25/26:

Year 8	Competency Theme	Unit Title	Skills Focus	Delivery	Lesson Topics												
Autumn Term	Independence and aspirations	What do I stand for?	Developing goal setting, motivation and self-awareness	Wellbeing	<ol style="list-style-type: none"> 1. Aspirations: Setting my sights on my future UNIFROG vision board 2. How to choose our friends (NEP) 3. Model UN Day Planning 4. United Nations Day (Model UN Event) 5. Prejudice and discrimination: LGBTQ focus (ERK) 6. Break the mould: Defying Gender Norms 7. GCSE Options: Talk to year 10 students 												
	Autonomy and advocacy		Developing respect for beliefs, values and opinions and advocacy skills			Spring Term	Choices and influences	How do I know right from wrong?	Developing agency and strategies to manage influence and access support	Wellbeing	Independence and aspirations	Develop risk management skills, analytical skills and strategies to identify bias	Summer Term	Autonomy and advocacy	How can I stay safe and healthy?	Developing communication and negotiation skills, clarifying values and strategies to manage influence	Wellbeing
Spring Term	Choices and influences	How do I know right from wrong?	Developing agency and strategies to manage influence and access support	Wellbeing													
	Independence and aspirations		Develop risk management skills, analytical skills and strategies to identify bias			Summer Term	Autonomy and advocacy	How can I stay safe and healthy?	Developing communication and negotiation skills, clarifying values and strategies to manage influence	Wellbeing	<ol style="list-style-type: none"> 1. Sexting and intro to Contraception (ERK) 2. Vaping and Alcohol Revisited (LP/NEP) 3. LGBTQ – What does it stand for? 4. Having difficult conversations about gender and sexuality 5. Healthy coping strategies (NEP) 6. How to stay active this summer (LP) 	Choices and influences	Developing agency and strategies to manage influence and access support				
Summer Term	Autonomy and advocacy	How can I stay safe and healthy?	Developing communication and negotiation skills, clarifying values and strategies to manage influence	Wellbeing			<ol style="list-style-type: none"> 1. Sexting and intro to Contraception (ERK) 2. Vaping and Alcohol Revisited (LP/NEP) 3. LGBTQ – What does it stand for? 4. Having difficult conversations about gender and sexuality 5. Healthy coping strategies (NEP) 6. How to stay active this summer (LP) 										
	Choices and influences		Developing agency and strategies to manage influence and access support														





THE WELLBEING PROGRAMME - Year 9

KEY STAGE 3 Curriculum Intent:

At key stage 3, students build on their knowledge and understanding, skills, attributes and values they have acquired and developed at primary school. Our Wellbeing curriculum at years 7-11 develops our young people through the key changes they face; starting with the move to secondary school, the challenges of adolescence, and their growing independence. At Parkstone, we believe that effective PSHE delivery is vital for effective learning and preparing for independent adult life.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
 - Form Tutor
-

Delivery of curriculum:

- A **fortnightly timetabled “Wellbeing” lesson** with Miss Kilroy, mainly for the specialist delivery of statutory “Relationships and Sex Education” and “Health Education”.
- Every Thursday Week B Period 1 – students will have a **“Life Skills”** session with their tutor. The focus of these sessions is the delivery of the wider PSHE curriculum including; Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice, through a variety of debates, discussions and enriching opportunities.



Proposed delivery of the Year 9 Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 9	Competency Theme	Unit Title	Skills Focus	Delivery	Lesson Topics
Autumn Term	Independence and aspirations	How do I support myself to support others?	Developing analytical skills and strategies to identify bias and manage influence	Life Skills	<ol style="list-style-type: none"> Celebrating diversity Charity: Breast Cancer Awareness Month United Nations Day: Why is democracy good? 1% Club Launch Saving and Borrowing Debt and Gambling
	Autonomy and advocacy	How do I find "my people" and recognise dangerous influences?	Developing self-confidence, risk management and strategies to manage influence	Wellbeing	<ol style="list-style-type: none"> Communicating Emotions Finding your "people" Why shouldn't teenagers vape? Drugs: Illegal Substances Gang Culture and Knife Crime What is addiction? How to support someone I am worried about.
Spring Term	Choices and influences	How do I cope in times of change?	Developing empathy, compassion and strategies to access support	Wellbeing	<ol style="list-style-type: none"> What is Resilience? Change, Loss and Bereavement Healthy vs Unhealthy coping strategies Healthy vs Unhealthy coping strategies Menstrual Health Check up What are "Green Flags" and "Red Flags"?
	Independence and aspirations	How do I become a good citizen?	Developing <u>goal-setting</u> , analytical skills and decision making	Life Skills	<ol style="list-style-type: none"> Personality profile and what are my skills? What comes after school? What is the labour market? Power to: Our public services Power to: Community and Volunteer Groups Power to: Me - How can I contribute?
Summer Term	Autonomy and advocacy	How do I make choices about my body and my health?	Developing assertive communication, clarifying values and strategies to manage influence	Wellbeing	<ol style="list-style-type: none"> Relationships and sex in the Media Consent Sharing Images Online Contraception STI's and Intimate Health First Aid Refresher
	Choices and influences	How do I manage stress to enable me to succeed?	Developing decision making, risk management and support-seeking skills:	Wellbeing/Life Skills	<ol style="list-style-type: none"> Revision: Managing Perfectionism Year 9 Exams Stress Management Year 9 Exam Reflections Examiner Social Action Project (2 sessions) MH External Speaker: Healthy Coping Strategies



THE WELLBEING PROGRAMME - Year 10

KEY STAGE 4 Curriculum Intent:

KS4: Years 10-11

At key stage 4, students deepen their knowledge, understanding and skills acquired during key stage 3. The KS4 Wellbeing curriculum reflects the fact that students are moving towards a more independent and inquisitive role in adult life, taking on greater responsibility for themselves and others.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
 - Form Tutor
 - External speakers
-

Delivery of curriculum:

- A **fortnightly timetabled “Wellbeing” lesson** with Miss Kilroy, mainly for the specialist delivery of statutory “Relationships and Sex Education” and “Health Education”.
- Every Thursday Week B Period 1 – students will have a **‘Life Skills’** session with their tutor. The focus of these sessions is the delivery of the wider PSHE curriculum including; Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice, through



Proposed delivery of the Year 10 Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 10	Competency Theme	Unit Title	Skills Focus	Delivery	Lesson Topics
Autumn Term	Independence and aspirations	KS4 Transition: How do I thrive in my GCSE years?	Goal setting, leadership and presentation skills:	Life Skills	<ol style="list-style-type: none"> 1. What to expect in Year 10 2. BHM: BAME Mental Health 3. Work Experience Preparation 4. United Nations Day: International Law 5. 1% Club Launch 6. UNIFROG: What type of career is best for me? 7. Talk with Year 8 on GCSE Options
	Autonomy and advocacy	How do I know my worth and seek positive relationships?	Empathy and compassion, strategies to manage influence and assertive communication:	Wellbeing	<ol style="list-style-type: none"> 1. Cultivating my self-worth 2. Finding "The One" 3. Understanding consent 4. Is it Toxic: Coercive and controlling behaviour 5. Abuse and Victim-blaming 6. Impact of Pornography and Media 7. Extremism case study (INCEL & The Manosphere)
Spring Term	Choices and influences	How do I stay safe and avoid risky situations?	Agency and decision making, strategies to manage influence and access support:	Wellbeing	<ol style="list-style-type: none"> 1. Making Safe Choices: Online Activity 2. Making Safe Choices: Substances 3. Making Safe Choices: Sex and Relationships 4. What to do in an emergency? 5. How to make stress your friend 6. UNIFROG: Work Experience Check-in
	Independence and aspirations	How do I earn and manage money?	Self-awareness, <u>goal-setting</u> , adaptability and organisation skills:	Life Skills	<ol style="list-style-type: none"> 1. Income and Expenditure 2. Debt and Insurance 3. Savings and Pensions 4. UNIFROG: Skills and Experience for CV's 5. Revision session for Mocks 6. Local Government: Group research project
Summer Term	Autonomy and advocacy	How do I promote good values and challenge discrimination?	Respect for diversity, risk management and support- seeking skills:	Wellbeing	<ol style="list-style-type: none"> 1. British Values: Diversity and Equality for All 2. Challenging Gender Norms 3. How to recognise and contest discrimination 4. Committed relationships, Forced Marriage and FGM 5. Extremism Case Study: The Southport Attack 6. Extremism Case Study: The Right Wing
	Choices and influences	How do I present myself to the world?	Motivation, organisation, leadership and presentation skills:	Life Skills	<ol style="list-style-type: none"> 1. 1% Club: Reflective Learners 2. Local Government: Group presentations 3. How do I vote and why it matters 4. Creating a professional online presence 5. Preparing to go on work experience 6. Writing CV's: Mock Interviews



THE WELLBEING PROGRAMME - Year 11

KEY STAGE 4 Curriculum Intent:

KS4: Years 10-11

At key stage 4, students deepen their knowledge, understanding and skills acquired during key stage 3. The KS4 Wellbeing curriculum reflects the fact that students are moving towards a more independent and inquisitive role in adult life, taking on greater responsibility for themselves and others.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
 - Form Tutor
 - External speakers
-

Delivery of curriculum:

- A **fortnightly timetabled “Wellbeing” lesson** with Miss Kilroy, mainly for the specialist delivery of statutory “Relationships and Sex Education” and “Health Education”.
- Every Thursday Week B Period 1 – students will have a **‘Life Skills’** session with their tutor. The focus of these sessions is the delivery of the wider PSHE curriculum including; Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice, through



Proposed delivery of the Year 11 Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 11	Competency Theme	Unit Title	Skills Focus	Delivery	Lesson Topics
Autumn Term	Autonomy and advocacy	I know where I want to go	Developing confidence, self-worth, adaptability and decision-making skills	Life Skills	<ol style="list-style-type: none"> 1. My final year: How to reach my goals 2. Black History Month: Black heroes 3. Breast Cancer Awareness Month (COPPAFEEL) 4. 6th Form "Speed Dating" 5. Unifrog: What are my employability skills? 6. Unifrog: Post 16 - Choices, Choices 7. Unifrog: Choosing your post-16 pathway
	Autonomy and advocacy	I know how to commit to others	Developing empathy and compassion, clarifying values and support-seeking skills	Wellbeing	<ol style="list-style-type: none"> 1. Respect and Equity in relationships 2. Recognising unhealthy love 3. Period Power: How to harness it 4. Sexual health and accessing services 5. Choosing contraception 6. Families and Parenting 7. Pregnancy, Birth and Miscarriages
Spring Term	Choices and influences	I know how to look after myself and my health	Developing confidence, agency and support-seeking skills:	Wellbeing	<ol style="list-style-type: none"> 1. Fertility, Adoption and Abortion 2. Managing change, loss and grief 3. Healthy Living: Diet and Exercise Culture 4. Healthy Living: Accessing services 5. Healthy Living: Aesthetics and Cosmetics 6. Healthy Living: How to monitor your health
	Independence and aspirations	I know how to earn to support myself	Developing resilience and risk management skills:	Life Skills	<ol style="list-style-type: none"> 1. Money Management: Ways to earn it 2. Money Management: Ways to save it 3. Fraud and Cybercrime 4. Revision 5. Revision 6. Revision
Summer Term	Independence and aspirations	I am ready to be more independent	Developing resilience and risk management skills	Wellbeing	<ol style="list-style-type: none"> 1. Preparing for Adult Life: Personal Wellbeing 2. Preparing for Adult Life: Life Admin 3. Preparing for Adult Life: Where to get support
		I will succeed		Life Skills	<ol style="list-style-type: none"> 1. Revision Skills 2. Revision Skills 3. Revision Skills



THE WELLBEING PROGRAMME - Year 12

KEY STAGE 5 Curriculum Intent:

KS5: Years 12-13

By the end of Key Stage 5, many of our students will be preparing to live independently for the first time. Our Wellbeing curriculum supports them through this transition by balancing the development of immediate life skills with preparation for future responsibilities. We focus on real-life, relevant issues—from financial independence and employment to relationships and mental health—ensuring learning remains meaningful and practical. Our provision is flexible and responsive, revisiting Key Stage 4 content when needed and adapting to the varied experiences of our students. This is a final, vital opportunity to equip them with the knowledge, skills, and confidence needed to thrive beyond school.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
 - Form Tutor
 - External speakers
-

Delivery of curriculum:

- Every Thursday Week B Period 1 – students will have a ‘**Life Skills**’ session with their tutor. The focus of these sessions is the delivery of the Wellbeing curriculum including; RSE and Health Education, Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive “**Pastoral Curriculum**” that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice.



Proposed delivery of the Year 12 Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 12	Life Skills Theme	Lesson Topics
Autumn Term	Mental Health and Wellbeing	Starting 6th Form: Goals, Intentions and Promises to myself
	Diversity and Inclusion	Black History Month: Celebrating Diversity and challenging prejudice.
	Living in the Wider World	Unifrog: Skills and W.E Introduction
	Diversity and Inclusion	UN Day: How to advocate for what's right
	Living in the Wider World	1% Club Launch
	Living in the Wider World	Futures: Linked In Talk
	Living in the Wider World	How to write a CV and prepare for Interviews
Spring Term	Respectful relationships	Relationships: What is healthy and what is abuse?
	Respectful relationships	Relationships: Consent and boundaries - Bold Voices
	Mental Health and Wellbeing	MHFA How to support yourself and others
	Health Choices and Safety	Healthy Living: "Drug and Alcohol Awareness"
	Mental Health and Wellbeing	Body Image and Healthy Coping Strategies
	Mental Health and Wellbeing	MHST Exam Stress Talk
Summer Term	Planning for the future	Revision Workshop
	Planning for the future	UCAS Launch
	Health Choices and Safety	Road Safety Talk
	Planning for the future	UCAS Session
	Living in the Wider World	W.E Surviving the Workplace
	Health Choices and Safety	Planning a safe summer holiday



THE WELLBEING PROGRAMME - Year 13

KEY STAGE 5 Curriculum Intent:

KS5: Years 12-1

By the end of Key Stage 5, many of our students will be preparing to live independently for the first time. Our Wellbeing curriculum supports them through this transition by balancing the development of immediate life skills with preparation for future responsibilities. We focus on real-life, relevant issues—from financial independence and employment to relationships and mental health—ensuring learning remains meaningful and practical. Our provision is flexible and responsive, revisiting Key Stage 4 content when needed and adapting to the varied experiences of our students. This is a final, vital opportunity to equip them with the knowledge, skills, and confidence needed to thrive beyond school.

Teachers:

- Miss Kilroy, Wellbeing Lead Practitioner
 - Form Tutor
 - External speakers
-

Delivery of curriculum:

- Every Thursday Week B Period 1 – students will have a **‘Life Skills’** session with their tutor. The focus of these sessions is the delivery of the Wellbeing curriculum including; RSE and Health Education, Careers and Futures Education, Citizenship, Financial Education and Study Skills.
- Many aspects of the Wellbeing curriculum are also supplemented by a well-designed and comprehensive **“Pastoral Curriculum”** that is delivered through **Daily tutor time sessions**. The assemblies and structured tutor time sessions offer students the chance to put their PSHE competencies into practice.



Proposed delivery of the Year 13 Wellbeing curriculum across Wellbeing and Life Skills Lessons 25/26:

Year 13	Life Skills Theme	Lesson Topics
Autumn Term	Living in the Wider World	UCAS Session 1
	Living in the Wider World	UCAS Session 2
	Relationships	Our Bodies: Breasts, Pregnancy and Fertility
	Health and Wellbeing	Check-in and Managing Perfection
	Health and Wellbeing	"Media and Health Mis-Information": Where to seek health advice
	Living in the Wider World	How to budget and eat well
	Living in the Wider World	Festivals and Travel: Stay Smart
Spring Term	Living in the Wider World	Revision Workshop
	Living in the Wider World	Money Manager: "Costs of Life"
	Living in the Wider World	Money Manager: "How to budget and save"
	Relationships	Stay Safe: Keeping healthy relationships
	Relationships	Stay Safe: Sex Education - BROOK?
	Health and Wellbeing	Stay Safe: How to live independently
Summer Term	Planning for the future	Life after Parkstone: Ex-student Forum
	Planning for the future	Life after Parkstone: Celebrations



Table 2 RSHE Curriculum Guidance Checklist

Relationships and Sex Education Curriculum Content						
Core Topic	Statutory Content	RP	Science	PE	Computer Science	Wellbeing and Life Skills
Families	<ul style="list-style-type: none"> Different types of committed relationships. 					7,8,9,10,11,12,13
	<ul style="list-style-type: none"> How these relationships might contribute to wellbeing and their importance for bringing up children. 					7,9,9,10,11,13
	<ul style="list-style-type: none"> 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. 					7,10,11,13
	<ul style="list-style-type: none"> That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 					7,10,11,13
	<ul style="list-style-type: none"> That forced marriage and marrying before the age of 18 are illegal. 					7,10,11,13
	<ul style="list-style-type: none"> How families and relationships change over time, including through birth, death, separation and new relationships. 					7,8,9,11,13
	<ul style="list-style-type: none"> 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. 					9,10,11,13
	<ul style="list-style-type: none"> How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. 					All years
Respectful relationships	<ul style="list-style-type: none"> Understand the qualities of healthy relationships (online, offline and romantic), including trust, respect, consent, boundaries, privacy and how to manage conflict or endings kindly 					All years
	<ul style="list-style-type: none"> The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 					All years
	<ul style="list-style-type: none"> Develop self-esteem, independence and a positive relationship with oneself as a foundation for respectful connections with others. 					All years
	<ul style="list-style-type: none"> Appreciate and practice tolerance towards different beliefs and perspectives. 					All years
	<ul style="list-style-type: none"> Build skills for respectful communication, including managing disagreements and supporting others. 					All years
	<ul style="list-style-type: none"> 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, 8,10,12
	<ul style="list-style-type: none"> Learn to end friendships or relationships with empathy and manage difficult emotions. 					7,8,9,11



	<ul style="list-style-type: none"> Understand consent and ethical behaviour, including sensitivity to others' needs and awareness of power dynamics. 					All years
	<ul style="list-style-type: none"> Identify and challenge harmful stereotypes, prejudice and misogyny. Pupils should be equipped to recognise misogyny and other forms of prejudice. 	9,10,13				All years
	<ul style="list-style-type: none"> How inequalities of power can impact behaviour within relationships, including sexual relationships. 					10,11,12,13
	<ul style="list-style-type: none"> How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women. 					10,11,12,13
	<ul style="list-style-type: none"> Discuss how subcultures or online influencers may shape attitudes to sex, consent and respect. For example "involuntary celibates" 					10,12
Online and media	<ul style="list-style-type: none"> Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 					All years
	<ul style="list-style-type: none"> 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. 					All years
	<ul style="list-style-type: none"> Recognise fake, AI-generated or exaggerated social media content 					7,8,9,10
	<ul style="list-style-type: none"> Avoid sharing material they wouldn't want circulated; understand the law on image sharing 					7,8,9,11
	<ul style="list-style-type: none"> Know that creating, keeping or forwarding indecent images of under-18s (even self-made or AI) is illegal; sharing adult images without consent is also a crime; seek support if affected. 					7,8,9,11
	<ul style="list-style-type: none"> Report harmful or distressing content and manage online issues safely. 					All years
	<ul style="list-style-type: none"> Understand deepfakes: how to spot them and their risks 					9 and above
	<ul style="list-style-type: none"> Be aware of harmful or illegal online content (e.g. misogyny, violence) and where to get advice. 					9 and above
	<ul style="list-style-type: none"> Manage and de-escalate conflicts on social media and know where to get support/advice. 					All years
	<ul style="list-style-type: none"> Identify and respond to tech-enabled abuse (bullying, stalking, coercion, harassment) 					All years
	<ul style="list-style-type: none"> Critically assess pornography and its impact on attitudes and behaviour 					10,11,12,13
	<ul style="list-style-type: none"> Know how information and data are generated, collected, shared and used online, including for advertising. 					All years
	<ul style="list-style-type: none"> Recognise scams, sextortion and other online fraud; know how to get help 					8 and above
	<ul style="list-style-type: none"> Think critically about emerging tech (e.g. AI chatbots) and potential risks 					All years



Being safe	<ul style="list-style-type: none"> Recognise, respect and communicate consent and boundaries in all relationships, including online and early romantic or sexual experiences; understand that kindness goes beyond consent 					All years
	<ul style="list-style-type: none"> Identify, resist and avoid putting pressure on others in friendships, dating or sexual contexts 					All years
	<ul style="list-style-type: none"> Judge when relationships or information are unsafe or untrustworthy and know how to report concerns 					All years
	<ul style="list-style-type: none"> Increase personal safety in public spaces, trust instincts, and know help-seeking strategies without victim-blaming 					All years
	<ul style="list-style-type: none"> Understand sexual harassment and sexual violence, their unacceptability and the laws that protect against them 					8,10,11,12,13
	<ul style="list-style-type: none"> Learn that harassment can include unwanted touching, sexual comments, image sharing, pressuring others, and upskirting 					8 and above
	<ul style="list-style-type: none"> Know the laws on rape, sexual assault, and harmful sexual behaviours (e.g. age-inappropriate language) 					9 and above
	<ul style="list-style-type: none"> Understand domestic abuse, coercive control, and threatening behaviour 					9 and above
	<ul style="list-style-type: none"> Recognise obsessive or unwanted behaviours as potentially criminal and know where to get help 					9 and above
	<ul style="list-style-type: none"> Learn about exploitation (sexual, criminal, financial), grooming, and how to report concerns. 					9 and above
	<ul style="list-style-type: none"> Understand forced marriage, FGM, virginity testing, and hymenoplasty, their harms, and that they are serious crimes 					7,10
	<ul style="list-style-type: none"> Know strangulation and suffocation are dangerous criminal offences. 					10 and above
	<ul style="list-style-type: none"> Critically assess pornography, recognising harmful or unrealistic depictions of sex and relationships. 					10,11,12,13
	<ul style="list-style-type: none"> Know how and where to seek support for abusive behaviour (their own or others'), report assaults, and access medical help 					9 and above
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> Understand that, for those over the age of consent who feel ready, sex can be positive and respectful, and that many choose to wait or enjoy relationships without sex 					9 and above
	<ul style="list-style-type: none"> Know the law on consent and the right to give, refuse or withdraw it at any time, alongside values, kindness and care for others 					8 and above
	<ul style="list-style-type: none"> Recognise how sexual choices affect physical, emotional, mental and reproductive health, and that some behaviours can be harmful 					9 and above
	<ul style="list-style-type: none"> Learn about all contraceptive options, their effectiveness, and where to find accurate advice on sexual and reproductive health 		10			8 and above
	<ul style="list-style-type: none"> Understand pregnancy options (keeping the baby, adoption, abortion) and where to get impartial support. 					9,11,12,13



<ul style="list-style-type: none"> Know the facts about STIs (including HIV), how they spread, how to reduce risk (e.g. condoms, PrEP, PEP), and the importance of testing and tackling stigma 		10			9,10,11,12,13
<ul style="list-style-type: none"> Understand the prevalence, impacts and treatment of STIs 		10			9,10,11,12,13
<ul style="list-style-type: none"> Recognise how alcohol or drugs can lead to unsafe sexual choices 					10,11,12,13
<ul style="list-style-type: none"> Know how and where to get help for worries about sexual relationships, violence or harm, and where to access confidential treatment and advice 					9 and above
<ul style="list-style-type: none"> Learn to identify and challenge sexual-health misinformation and signpost to reliable sources 					9 and above
<ul style="list-style-type: none"> Support overall health and wellbeing by making informed decisions, linking physical and mental health, building resilience and knowing when to seek help 					All years

The Law: Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example, those relating to:

The law and links to the following areas:	Marriage	10, 13				7,10,13
	Consent, including the age of consent	10,13				8 and above
	Domestic abuse, stalking, rape, sexual offences	10,13				10 and above
	Online safety act					All years
	Online behaviours and Imagery risks. Grooming and sextortion				7,8,9	8,9,10,11
	Pornography					10 and above
	Abortion	10, 13				10 and above
	Gambling					10 and above
	Protected characteristics					All years
	Substance misuse					7,8,9,10,12
	Carrying knives/weapons					9
	Extremism/radicalisation	9, 10				9, 10,12
	Grooming and exploitation (gangs and county lines)					8,9
	Hate crime					8,9,10,12
	Female genital mutilation (FGM)					7,10
	Age of criminal responsibility					8
Medical consent and Gillick competence					9	



Health Education Curriculum Content

Core Topic	Statutory Content	RP	Science	PE	Computer Science	Wellbeing and Life Skills
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.					All years
	Understand how exercise, sleep, time outdoors, volunteering, kindness and social connection support happiness and wellbeing					All years
	Recognise that loneliness, worry and low mood are normal at times and not necessarily signs of illness. Know benefits of being connected to others.					All years
	Know the signs of common mental health conditions (e.g., anxiety, depression) and the prevalence of more serious disorders, without pathologising everyday feelings					All years
	Evaluate which activities support wellbeing and develop coping strategies to overcome anxiety or barriers to enjoyable activities.					All years
	Understand gambling risks and their potential impact on mental health					9,11
	Recognise the two-way link between alcohol/drug use and mental health, and that stopping smoking can reduce anxiety and improve wellbeing					7,8,9,12
Wellbeing online	Understand the benefits of limiting screen time and how excessive use or harmful content can affect mental and physical health					All years
	Recognise differences between online and offline worlds, including curated images, body-image pressures, and over-reliance on online relationships					All years
	Identify, report and seek help for harmful online behaviours such as bullying, abuse or harassment.					All years
	Be aware of gambling risks in gaming and online, including potential debt					9,11
	Learn how advertising, misinformation, disinformation and conspiracy theories target users, and develop skills as critical consumers of online content					All years
	Understand the dangers of illegal activities online, such as buying or supplying drugs or weapons.					8 and above
	Know the risks of viewing content promoting self-harm, suicide or violence, how to report it safely, and where to find support					8, 9,11
Physical health and fitness	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.		10			7,9,11,12
	Factual information about the prevalence and characteristics of more serious health conditions.		10			9 and above
	That physical activity can promote wellbeing and combat stress		10			All years
	The science relating to blood, organ and stem cell donation.		10			11



Healthy Eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.		9,10			7,9,10
	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.		10,11			8,11,12
	The impacts of alcohol on diet and unhealthy weight gain.		10,11			7,9,13

Drugs, alcohol and tobacco	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.		7,10			7,8,9,10,12
	the law relating to the supply and possession of illegal substances.					8,9,10,12
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.		10			7,8,10,12
	the physical and psychological consequences of addiction, including alcohol dependency.		10			9,10,12
	awareness of the dangers of drugs which are prescribed but still present serious health risks.					7,9
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.		7,10			7,8,9,12
	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.					7,8,9

Health Protection and Prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.		10			
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.					7
	the benefits of regular self-examination and screening.					7,9,11,13
	the facts and science relating to immunisation and vaccination.		10			
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.		10			All years
	The importance of healthy behaviours before and during pregnancy and information on pregnancy loss support.					11,13
	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.					8,9,11,12,13



	The concept of Gillick competence. That the legal age of medical consent is 16.					9,11
Personal Safety	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings					7,9,12
	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.					All years
	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence					All years
	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.					9
	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool.					9
	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.					8,9
Basic First Aid	Basic treatment for common injuries and ailments.					7,9,12
	Life-saving skills, including how to administer CPR					7,9,12
	The purpose of defibrillators, when one might be needed and who can use them					7,9,12
Developing Bodies	The main changes which take place in males and females, and the implications for emotional and physical health.		10,11			7,9,11,13
	The facts about puberty, the changing adolescent body, including brain development.		10			7,9,11
	About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.		10			7,9,10,11,13
	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women		10			9,11,13
Optional content from Guidance	Eating Disorders					8,9,11,13
	Self-Harm					7,8,9,11,13
	Suicide Prevention					8 and above



MONITORING AND EVALUATION AND ASSESSMENT

We regularly monitor our RSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the national guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with Mental Health and Wellbeing Lead Practitioner and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any subsequent changes made clearly communicated. The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations/team teaching/Learning Walks
- Discussions with students, student voice pathways.
- Scrutiny of work/displays
- Student feedback via BounceTogether Questionnaires

Parkstone Grammar uses a range of assessment methods to get regular feedback on pupil progress in RSHE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project/Research work.
- Teacher assessment through questioning and discussions.
- Students' baseline assessments and End of Topic reflections.
- Reflective pupil notes on Teams Class Notebook

PUPIL VOICE

Pupil voice is central to the culture and ethos of Parkstone. In RSHE, we place student needs at the center of all that we deliver. As such, we are looking to develop a rigorous and systematic process for assessing student wellbeing and obtaining vital insights into the emerging needs of our students. This will be carried out through surveys launched in the BounceTogether platform, and student responses will be carefully triaged to ensure wellbeing needs are immediately met, and in the long term, will inform the targeted curriculum design for Wellbeing and Personal Development. We will also continue to use Student Cabinet and nominated delegates to offer vital insights into the student body's opinions on this area of the curriculum. Miss Kilroy is also leading on a Peer Mentoring programme, that seeks to strengthen connections between the year groups and should encourage more discussions around what content should be taught and when.

Throughout our RSHE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

ANSWERING PUPIL QUESTIONS

RSHE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

- Questions will always be answered in an age and developmentally appropriate way and we will consider whether a parent/carer has requested their child to be removed from sex education lessons.



- School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.
- We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.
- We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE.
- We will offer students the opportunity to ask questions anonymously through a designated “post box” in the Wellbeing classroom.

Overall, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

WORKING WITH PARENTS / CARERS

We believe that the successful teaching of RSHE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in school. Our RSHE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- “BounceTogether” parent surveys to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.
- Parents’ information evenings
- Inductions to the school – for new year 7
- Welcome packs
- School website
- Sharing copies of the policy in face-to-face meetings and/ or through emails
- Letters to parents/carers giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place

PARENTAL RIGHT TO REQUEST THEIR CHILD BE EXCUSED FROM SEX EDUCATION

As outlined within the Statutory Guidance 2025, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSHE.

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15, they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSHE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.



Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will plan to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Areas that parents can withdraw their child from are:

- Contraception – taught in year 9, 10 and 11
- STI's – taught in year 9 and 10 and 11
- Sexual pleasure – 10 and 11
- Pornography – taught in year 10,11
- Sexting – year 10 and 11

WORKING WITH VISITORS AND EXTERNAL AGENCIES

From time-to-time Parkstone may invite external experts and visitors to deliver parts of our RSHE scheme of work. External visitors will be selected in order to enrich and supplement our RSHE by bringing particular skills, methods and expertise to the classroom and the whole school.

External visitors may include: - The Police, MHST, Dorset Mind, Mosaic, Bold Voices, SPACE, COPPAFEEL

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

SAFEGUARDING AND CHILD PROTECTION

Parkstone Grammar acknowledges that RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse. For more information, see the statutory safeguarding guidance: [Keeping Children Safe in Education](#).

We recognise that when discussing some of the issues RSHE covers some pupils could disclose abuse or other harmful experiences. In cases of disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.



The Mental Health and Wellbeing Lead Practitioner, Emily Kilroy is Level 3 safeguarding trained and meets fortnightly with the DSL where the RSHE and Wellbeing content is reviewed to flag potential areas of safeguarding concern. Also the DSL will have the opportunity to notify any students who may require additional support due to ongoing concerns in their private life.

While Parkstone wants to create a learning space that feels safe for young people to disclose, we also want to protect children's privacy.

We do this by using a number of teaching techniques: -

- The use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.
- Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to.
- Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

DISSEMINATION OF THE POLICY

The policy is included in the Staff Handbook and is on the J-drive and so is available for all staff.

Information about the policy is included in the school prospectus and the policy is available to all parents from the school website.

Members of staff responsible for Policy:

Emily Kilroy	Wellbeing and Mental Health Lead Practitioner
Jez Graves	Assistant Headteacher and Wellbeing and Student Support Lead