Relationships Education, Relationships and Sex Education (RSE) and Personal,Social and Health Education (PSHE) Policy

September 2026

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Next Review:	Term 6 2027
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Abbreviations:

- RSE Relationships and Sex Education
- PSHE Personal, Social, Health and Economic (education)
- SMSC Social, Moral, Spiritual and Cultural (development)

1. Definition of 'Relationships and Sex Education'

Churchill Academy & Sixth Form defines 'Relationships and Sex Education' (RSE) as education that teaches students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future. These relationships include friendships, colleagues, family and sexual relationships. RSE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships. The curriculum will make links to equality, diversity, mental health and wellbeing, and Internet safety and online behaviours. RSE forms an important part of the wider PSHE (Personal, Social, Health and Economic) curriculum, Citizenship and Careers education. RSE does not involve the promotion of sexual activity.

2. Statutory requirements

As a secondary school and Sixth form, we must provide RSE and Physical Health and Mental Wellbeing education to all students as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Section 34 and 35 of the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy has due regard for the Equality Act 2010, whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

3. The PSHE Curriculum Intent

To ensure that young people at Churchill Academy & Sixth Form are provided learning for life to develop as healthy, safe, aware, and respectful citizens, prepared for their future life in modern Britain and the wider World.

4. Policy development process

This policy was written by Alison Crocker, Associate Assistant Headteacher: Careers: Director of RE and PSHE and approved by the Senior Leadership Team of Churchill Academy & Sixth Form.

The following members of our school community have been consulted:

- Staff
- Students
- Governors

This policy acts as an interim policy while revisions are taking place in line with the 2025 DfE revised guidance on 'Relationships Education, Relationships and Sex

Education (RSE) and Health Education' in July 2025. Once these revisions have been made, the Schemes of learning and policy will be open for parental consultation.

5. Aims and Rationale of RSE and PSHE

At Churchill Academy & Sixth Form, we believe that every child can succeed in life and that RSE and PSHE are fundamental to the students' learning experience in our school. Churchill Academy's PSHE and RSE curriculum is designed to enable students to thrive both personally and professionally by building students' self-esteem, knowledge, empathy and emotional resilience regarding different kinds of relationships and sexual matters. An effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged students. The curriculum is coherently planned to ensure there is a progression of understanding from primary school and across the key stages through to KS5. As with every aspect of the Churchill Academy curriculum, RSE and PSHE will enhance cultural capital, promote learning links and develop kindness, curiosity and determination.

The overarching aims of the RSE/PSHE curriculum at Churchill Academy & Sixth Form are:

- To enable our students to know what healthy relationships are in a variety of contexts
- To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex, and know how to seek help and support
- To be equipped with the skills to weigh up and effectively manage risk
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future
- To teach students the correct vocabulary to describe themselves and their bodies
- To know where to access reliable information, advice and support regarding relationships and sex.

The PSHE and the tutor programme at Churchill Academy & Sixth Form have the following intended outcomes:

- To help students recognise their worth
- To develop students' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To promote each student's economic wellbeing
- To develop each student's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society
- To support students to make informed decisions about their future lifestyle choices

- To provide opportunities for the spiritual, moral, social and cultural development of each student
- To promote a happy and healthy School community, reflecting the ethos of Churchill Academy & Sixth Form: Kindness, Curiosity and Determination.

(Please see Appendices 1 and 2 for a breakdown of themes and objectives of the RSE and PSHE curriculum)

6. Roles and Responsibilities

The Local Governing Body: The governing body will approve the RSE and PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher, Chris Hildrew, is responsible for managing requests to withdraw students from sex education components of RSE (see section 12).

Safeguarding Lead: The Safeguarding Lead has worked in consultation with the Director of PSHE to develop the schemes of learning associated with this policy.

Head of PSHE: RSE and PSHE are led by Alison Innalls, who is responsible for drafting policies, long term planning and implementation of the PSHE curriculum within which RSE is integrated. The Head of PSHE is also responsible for coordinating training for teaching staff responsible for delivering PSHE, including RSE, as part of the school's professional development calendar and ensuring that RSE and PSHE are taught consistently across Key Stages 3 and 4.

Assistant Headteacher: Head of Sixth Form, is responsible for ensuring that the topics taught at KS5 are appropriate for this age group and build on the themes studied at KS4. The head of Sixth Form is also responsible for ensuring that RSE and PSHE are taught consistently throughout KS5.

Teaching staff:
Teaching staff are responsible for:
- Delivering RSE and PSHE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual students
- Being respectful of parental choice to withdraw students from the sex education components of RSE

Students: Students are expected to engage fully in RSE and PSHE and, when discussing issues related to RSE or PSHE, treat others with respect and sensitivity.

7. Curriculum

In accordance with the Department for Education Statutory Guidance, the RSE curriculum falls under five themes, known as 'RSE objectives':

1. Families
2. Respectful relationships, including friendships
3. The law
4. Online and media
5. Being safe

These RSE objectives (see Appendix 1) are met through integration into the wider PSHE curriculum, which is outlined in Appendix 4.

Churchill Academy & Sixth Form knows that working in partnership with home and the wider community is vital in contextualising the PSHE curriculum, and within this, the RSE curriculum. The curriculum has been developed around the above themes and in consultation with students and staff, taking into account the age, needs and feelings of students, and guidance from outside agencies such as the police. The policy has also been informed by local statistics and student voice. The content of the wider PSHE curriculum within which RSE is taught is based upon the statutory and non-statutory guidance outlined in Appendix 3, which includes Keeping Children Safe in Education, the Prevent strategy and the National Curriculum for Citizenship, Gatsby benchmarks and CDI Careers Development framework, alongside the PSHE Association's suggested programmes of study. Churchill Academy & Sixth Form's curriculum aims to help tackle issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.

Please note that as part of a dynamic curriculum that meets the needs of all students, this may be adapted as necessary.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them, such as looked after children or young carers.

8. Inclusive RSE and PSHE

Young people may have varying needs regarding RSE and PSHE depending on their circumstances and background. The Academy strongly believes that all students should have access to RSE and PSHE that is relevant to their particular needs.

To achieve this, the school's approach to RSE and PSHE will take account of:

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE and PSHE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality identity and sexual orientation: The academy recognises that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. Our approach to RSE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE and PSHE curriculum. Furthermore, our pastoral support will take into account the needs of LGBTQ+ students. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through ongoing training and education within our rights respecting culture.

Mental health and wellbeing: Churchill Academy & Sixth Form recognises the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE and PSHE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. PSHE lessons support students to promote and maintain positive mental health and wellbeing. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.

Special Educational Needs: The Director of PSHE, in consultation with the Safeguarding Lead and team, will ensure that lessons are age appropriate and meet the needs of all students. Some students may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes.

9. Delivery of the RSE and PSHE curriculum

In KS3 and KS4, RSE and PSHE are taught as a discrete curriculum subject through one dedicated 60-minute timetabled lesson per fortnight. The RSE and PSHE delivered for each year group is age appropriate and carefully designed and sequenced to build students' understanding of the key themes over time (see Appendix 1). RSE and PSHE are taught by a designated teacher. In KS5, PSHE is delivered through assemblies and by tutors through the tutor program.

Lessons are complemented by additional sessions with pre-approved specialist organisations, which may include assemblies or additional drop-down lessons within the academic year. Elements of RSE are also taught through the Science and wider curriculum, carefully mapped to ensure coverage of the statutory content. Lessons will include a range of teaching strategies and materials designed to support students in their knowledge and understanding of the curriculum topics. Topics will be handled sensitively and within a framework of equality in the classroom.

Staff are aware that views around RSE and PSHE related issues are varied. While personal views are respected, all RSE and PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions, but also respect others who may have a different opinion. Teachers will establish clear parameters of appropriate discussion using clear expectations, including the use of detachment tools that remove any requirement to think/speak personally through using scenarios, encouraging phrases like “Someone might think that…”, ‘What if…?’ questions, and anonymous question boxes/post-its.

Churchill Academy & Sixth Form believes it is important that students should have opportunities to have their genuine questions answered in a sensitive and informative way. Students will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of the topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it is best answered immediately or at a later time. Teachers are required to refer to the Safeguarding Team if a question or comment gives rise to a concern about a child’s welfare. Teachers will use their judgment to respond appropriately.

The director of PSHE and DSL will audit the topic coverage and give guidance to teachers where students may need to be sensitively given the option to withdraw. Through lessons and the student workbooks, students will regularly be signposted to specialist organisations, helplines, trained school staff and trusted adults. Students will have the opportunity to reflect upon and review their learning during sessions. Teachers will assess and monitor the learning in RSE and PSHE through a range of assessment for learning techniques. The Senior Leadership Team and the Director of PSHE will regularly monitor and review the implementation of the RSE and PSHE curriculum.

10. Safeguarding

Teachers at Churchill Academy & Sixth Form are aware that effective RSE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child

protection issue. All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the school's safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns. Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and an inclusive classroom environment.

Organisations delivering sessions around RSE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

11. Advice to Individual Students

It is understood that it is important to distinguish between the school's function of providing education generally about relationships and sexual matters, and other PSHE content, and the giving of advice to individual students on these issues (for example, by medical professionals). Teachers have a responsibility for the welfare and wellbeing of their students. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to students under the age of sixteen, for whom sexual intercourse is unlawful. Therefore, whilst educating students under this policy, teachers will not give individual advice to students about contraception or sexual health, which should only be given by trained medical professionals.

11. Parental Right to Withdraw

Sex Education forms part of the RSE curriculum. Churchill Academy & Sixth Form defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in PSHE.

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted.

If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSE, they should write to the Headteacher, who will discuss their request with the parent. The aspects of the RSE curriculum that are included under the above definition of sex education are identified in Appendix 1 and marked with an asterisk (*).

APPENDIX 1 RSE Objectives

These objectives are detailed in the Department for Education statutory guidance on RSE, which can be found here: Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk).

In accordance with this document, RSE will fall under five themes:

1. Family
2. Respectful Relationships
3. Online and Media
4. Safety
5. Intimate and Sexual Relationship

Within each theme, students will learn:

1. Families

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Why marriage is an important relationship choice for many couples, and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

2. Respectful relationships, including friendships

The characteristics of positive and healthy friendships, in all contexts, including online, such as:

- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationships
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence, and why these are always unacceptable
- 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

3. Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further, and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online, the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail
- how information and data is generated, collected, shared and used online

4. Being safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
- Intimate and sexual relationships, including sexual health, how to recognise the characteristics and positive aspects of a healthy one-to-one intimate relationship, which include mutual respect, consent, loyalty, trust, shared interests and outlook

5. Sex and friendship

- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example, physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex*
- the facts about the full range of contraceptive choices, efficacy and options available*
- the facts around pregnancy, including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)*
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing*
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment*
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and ensure young people take responsibility for their actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including, for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity

- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drug operations)
- hate crime
- female genital mutilation (FGM)

Objectives set out in the Department for Education Statutory guidance on Relationships and Sex Education (2021) Relationships and Sex Education (RSE) (Secondary) - GOV.UK (www.gov.uk)

APPENDIX 2

Physical Health and Mental Wellbeing (Secondary)

Summary of Requirements

Mental wellbeing

Students should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Students should know

- the similarities and differences between the online world and the physical world, including:
    - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),
    - how people may curate a specific image of their life online,
    - over-reliance on online relationships, including social media,
    - the risks related to online gambling, including the accumulation of debt,
    - how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical Health and Fitness

Students should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

Students should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Students should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 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.

Health and prevention

Students should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Students should know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR (Cardio-pulmonary resuscitation)
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

Students should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

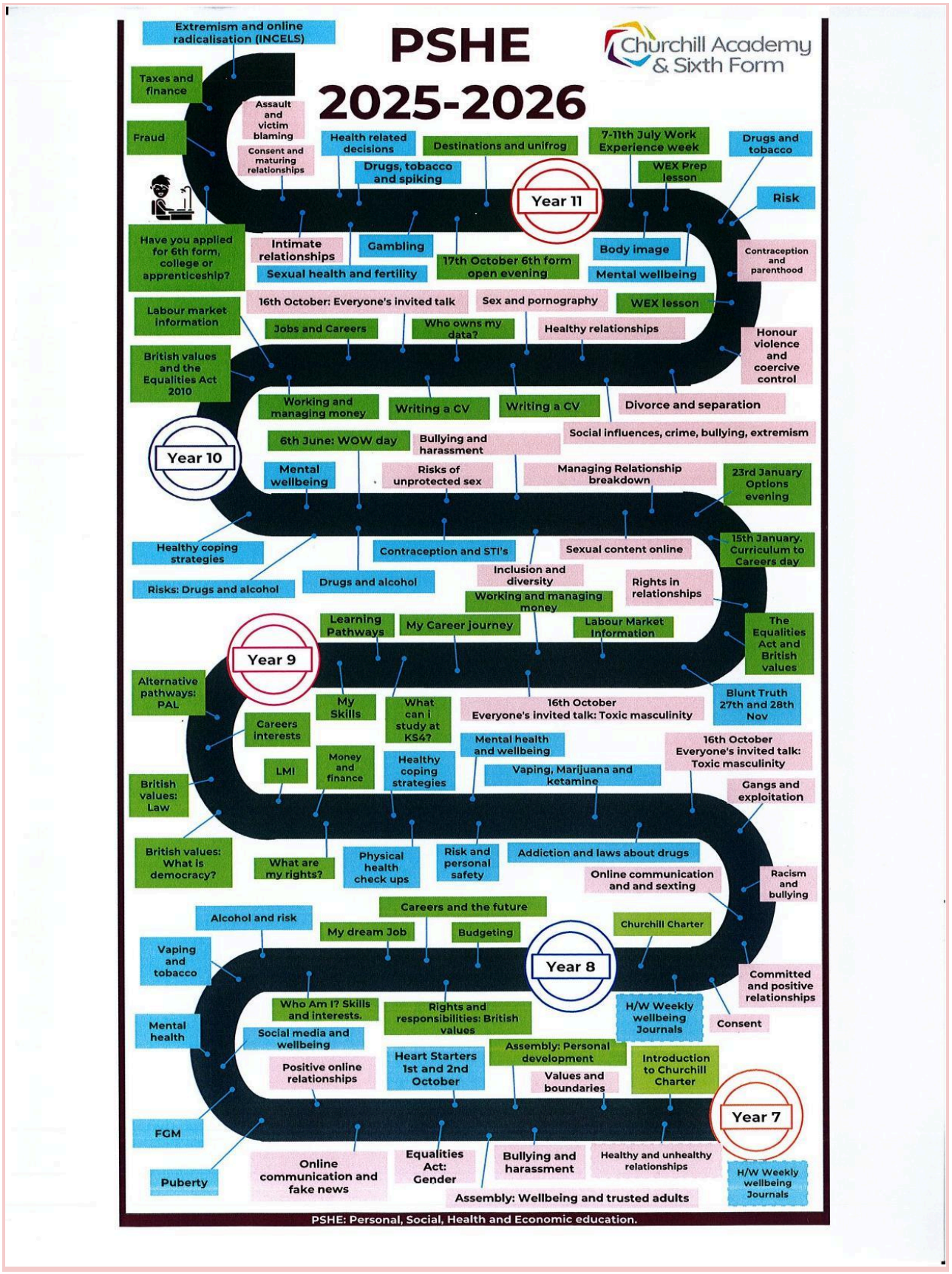
Objectives set out in the Department for Education Statutory guidance on Relationships and Sex Education (2021) Relationships and Sex Education (RSE) (Secondary) - GOV.UK (www.gov.uk)

APPENDIX 3

The policy has been developed with due regard to the following statutory guidance and advice for schools

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC)
- Character Education Framework (non-statutory guidance to schools on character education and development)
- National Curriculum in England: Citizenship Programme of Study (statutory programme of study and attainment for citizenship at Key Stages 3 and 4)
- PSHE Association

Appendix 4:


PSHE
2025-2026
Churchill Academy & Sixth Form
Year 11
Extremism and online radicalisation (INCELS)
Taxes and finance
Fraud
Assault and victim blaming
Consent and maturing relationships
Health related decisions
Destinations and unifrog
7-11th July Work Experience week
Drugs and tobacco
Drugs, tobacco and spiking
WEX Prep lesson
Risk
Have you applied for 6th form, college or apprenticeship?
Intimate relationships
Gambling
Body image
Contraception and parenthood
Sexual health and fertility
17th October 6th form open evening
Mental wellbeing
16th October: Everyone's invited talk
Sex and pornography
WEX lesson
Labour market information
Jobs and Careers
Who owns my data?
Healthy relationships
Honour violence and coercive control
British values and the Equalities Act 2010
Year 10
Working and managing money
Writing a CV
Writing a CV
Divorce and separation
6th June: WOW day
Bullying and harassment
Social influences, crime, bullying, extremism
Mental wellbeing
Risks of unprotected sex
Managing Relationship breakdown
23rd January Options evening
Healthy coping strategies
Contraception and STI's
Sexual content online
15th January. Curriculum to Careers day
Risks: Drugs and alcohol
Drugs and alcohol
Inclusion and diversity
Rights in relationships
Working and managing money
Learning Pathways
My Career journey
Labour Market Information
The Equalities Act and British values
Year 9
Alternative pathways: PAL
My Skills
What can i study at KS4?
16th October Everyone's invited talk: Toxic masculinity
Blunt Truth 27th and 28th Nov
Careers interests
Mental health and wellbeing
16th October Everyone's invited talk: Toxic masculinity
LMI
Money and finance
Healthy coping strategies
Vaping, Marijuana and ketamine
British values: Law
Gangs and exploitation
British values: What is democracy?
What are my rights?
Physical health check ups
Risk and personal safety
Addiction and laws about drugs
Online communication and and sexting
Racism and bullying
Careers and the future
Alcohol and risk
My dream Job
Budgeting
Churchill Charter
Vaping and tobacco
Year 8
Committed and positive relationships
Who Am I? Skills and interests.
Rights and responsibilities: British values
H/W Weekly wellbeing Journals
Consent
Mental health
Social media and wellbeing
Assembly: Personal development
Heart Starters 1st and 2nd October
Introduction to Churchill Charter
Positive online relationships
Values and boundaries
Year 7
FGM
Puberty
Online communication and fake news
Equalities Act: Gender
Bullying and harassment
Healthy and unhealthy relationships
H/W Weekly wellbeing Journals
Assembly: Wellbeing and trusted adults
PSHE: Personal, Social, Health and Economic education.