

RSHE Policy

Last reviewed: September 2026

Next to be reviewed: September 2028

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Statement of Intent

At Kettlethorpe High School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. We believe that our high quality personal, social, health and economic (PSHE) and relationship and sex education (RSE) will equip our pupils with the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. The physical, mental and social health and safety of every child is uppermost in our approach to PSHE and RSE at Kettlethorpe High School. All that is taught reflects the best intentions for the pupil in upholding the welfare of the pupil. We believe in empowering our pupils to understand the world that they live in and to be confident in their own place in society. We encourage them to develop into good, considerate members of the public, following our school's mission of working together to 'be the best we can be'.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

Legal Framework

This policy has due regard to all relevant **legislation** and **statutory guidance** including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act (1998)
- The Education Act (1996)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2026) 'National curriculum in England: programmes of study'

This policy operates in conjunction with the following School policies:

- Behaviour Policy
- SEND Policy
- Acceptable Use Policy
- Anti-bullying Policy
- Safeguarding Policy
- Data Protection (UK GDPR) Policy

Roles and Responsibilities

SLT (Senior Leadership Team) is responsible for monitoring the overall implementation of this policy.

The **School Governing Body** is responsible for:

- Scrutinising reports provided by the headteacher regarding RSE.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Reporting to the local governing committee on the effectiveness of this policy and the curriculum.
- Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the headteacher to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school website.
- Discussing withdrawal requests with parents/carers, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

The **RSHE subject leader** is responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate, inclusive to all learners and of high quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

The **DSL** is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.

Tutors are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality, inclusive to all learners and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE or health education to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.

Responding appropriately to pupils whose parents/carers have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

Organisation of the RSHE Curriculum

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents/carers, and in accordance with DfE recommendations.

The majority of the RSHE curriculum is delivered through PSHE education, with some statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times. Kettlethorpe High School also use the PSHE Association programme, to supplement the PSHE/RSHE curriculum and the resources are amended frequently to reflect current legislation and research.

Relationships and Sex Education Subject Overview

RSHE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families - By the end of secondary school, pupils will know:

- 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, e.g. that marriage carries legal rights and protections
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents/carers with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are school worthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships - By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including school, 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, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in the school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media - By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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, e.g. 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.
- How information and data is generated, collected, shared and used online.
- About their own relationship with AI.
- About deepfake images and how they can be used maliciously as well as managing manipulated content
- Recognise misogynistic content and understand how algorithms, influencers and online communities can reinforce harmful attitudes towards women.

Being safe - By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, 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 – this includes online.

Intimate and sexual relationships, including sexual health - By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. 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 both men and women; pupils will know and use the correct terminology about their bodies.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Relationships and Sex Education Programmes of Study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy. The content that the school has chosen to cover on RSHE Programmes of Study is detailed within [Appendix 1](#).

Health Education Subject Overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing - By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- How to recognise the early signs of mental wellbeing concerns.
- About 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.
- About 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 - By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how 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 - By the end of secondary school, pupils will know about:

- 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.

Healthy eating - By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks.

Drugs, alcohol and tobacco - By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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.

- The facts about smoking and vaping, the benefits of quitting and how to access the support to do so.

Health and prevention - By the end of secondary school, pupils will know about:

- Personal hygiene including the benefits of good oral hygiene.
- The benefits of regular self-examination and screening.
- 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 - By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.

Changing adolescent body - By the end of secondary school, pupils will know:

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

Health Education Programmes of Study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy. The content that the school has chosen to cover on physical health and mental wellbeing lessons is detailed within [Appendix 1](#).

Delivery of the Curriculum

Through effective organisation and delivery of the RSHE, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex

relationships. All pupils are expected to learn about LGBTQ+ content, and parents/carers do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils and meet the needs of any SEND pupils, if applicable. Throughout every year group, appropriate diagrams, videos, discussion and practical activities will be used to assist learning. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Teachers will focus heavily on the importance of healthy relationships, when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lessons focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. In relation to the delivery of the curriculum, parents/carers will be consulted, and their views will be valued.

Curriculum Links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

RSHE will be linked to the following subjects:

- Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- RE – Understand different perspectives on ethics, teaching faith perspectives on RSHE issues such as families, relationships, harmful behaviour and grief/loss.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Working with External Agencies

Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy. The main agencies we partner with are Spectrum Sexual Health and Collingwood Learning.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.

- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the School's Safeguarding and Child Protection Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the School's Child-on-Child Abuse Policy.

Confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the School's Data Protection (UK GDPR) Policy.

Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Withdrawal From Lessons

The school will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents/carers of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. These records will be kept securely in the school office in line with the School's Data Protection (UK GDPR) Policy and associated Data Retention Schedule.

Following discussions with parents/carers, the school will respect the parents/carers' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSHE rather than be withdrawn, the school will make arrangements to provide the pupil with RSHE. For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

Working with Parents/Carers

We understand the important role parents/carers play in enhancing their children's understanding of relationships, sex and health. Parents/carers will be provided with frequent opportunities to ask questions about the school's approach to RSHE.

The school will consult closely with parents/carers when reviewing the content of the school's RSHE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, all final decisions will be the schools to make.

When consulting with parents/carers, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents/carers' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/carers. If parents/carers have concerns regarding RSHE, they are asked to contact the school office directly who will be able to arrange a meeting with the headteacher, if required

In line with new Government Guidance, parents/carers have the right to request to see all RSE curriculum materials and resources on request. Should you wish to do this, please contact your child's form tutor and they will ensure that this request is passed on to the RSE Lead within school.

Assessment

The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher. Pupils will be assessed each lesson through a variety of assessment for learning (AfL) techniques including: whole class checking for understanding, individual teacher questioning, and peer feedback and self-assessment to identify where pupils need extra support or intervention.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the School's Behaviour and Anti-Bullying Policies. The headteacher will decide whether it is appropriate to notify the police regarding the action taken against a pupil.

Monitoring and Review

The RSHE subject leader will be responsible for quality assuring the quality of education in RSHE. They will also work regularly with the Senior Leadership team to evaluate the effectiveness of the subjects and implement any changes. This policy will be reviewed **every 2 years** considering any changes to statutory guidance and from feedback received from parents/carers, staff or pupils. Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date for this policy is on the cover of this Policy.

Appendix 1 - RSHE Programmes of Study

RSHE Programmes of Study	
Year 7	This is the foundation of RSE at Kettlethorpe High School, meaning that we ensure that they have all the key underpinning knowledge to access our RSE content in later school years. We interleave these topics throughout their time with us to ensure that they have a strong understanding of healthy interpersonal relationships. The topics we cover are: • Consent and boundaries • Respectful relationships • What makes a good friend • Friendships and managing them • Being positive and having self esteem • Emotions/romance • Pressure and influence • How to recognise and respond to bullying • FGM and honour-based abuse • Different types of relationships and marriage, including forced marriage We also ensure that the science curriculum supports and deepens students' understanding of the biological aspects through the explicit teaching of: • Reproductive organs • Pregnancy and the menstrual cycle
Year 8	Moving into year 8, we look deeper into healthy, respectful and consensual relationships. We give students the knowledge to form positive relationships around school. The topics we cover are: • The importance of language and non-verbal communication • Consent • Social media & the future • Sexting/sending nudes • How to recognise and respond to bullying (including online)

Year 9	When students reach year 9, we move further into understanding the physical aspect of relationships, exploring risks, positive aspects, how to keep themselves safe, sexual consent and the law. The topics we cover are: • How the media portrays sex and relationships • Relationships and consent, including how to recognise abusive behaviours • STIs, Treating STIs and GUM clinics • Fertility and conception • Teenage Pregnancy • Contraception methods available • Deepfakes and AI
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Year 10	In Year 10, we bring together past topics to look at the reality of relationships in the modern world and understand the warning signs when looking at negative relationships. The topics we cover are: • What are my relationship values • Sexual harassment • Unhealthy relationships and emotional abuse • Recognising risks and harmful content online (e.g. pornography & sexting) • STI and contraception recap • FGM • What is Incel and toxic culture • Period Health The science curriculum also teaches the following: • Cancer
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Year 11	When students reach their final year, we prepare students for life beyond Kettlethorpe as they go into adulthood. The topics we cover are: • Different types of relationships and marriage, including forced marriage • Respectful relationships (friendships and intimate relationships) • Pregnancy choices • Fertility and what impacts it • Victim blaming • Sexual offences and sexual consent laws • Image based abuse
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Health Education Programmes of Study	
Year 7	In Year 7, we strive to ensure that students are able to manage their self-care whilst navigating the changing landscape of their bodies as they approach adulthood. The topics we cover to ensure that this is the case are: ● Puberty and Body Development ● Introduction to puberty ● Personal hygiene ● Growing up and understanding healthy routines ● Self esteem ● Managing grief and loss ● Looking after your mental health and the impact of social media on wellbeing ● Managing money and risk
Year 8	In Year 8 we look to reinforce the messages around mental health and wellbeing as students start to judge themselves against others. To support students in their physical and mental Health we cover the following topics: ● Health and wellbeing ● Mental health ● Positive Body Image ● Vaping and smoking ● Alcohol and drugs ● Water, rail and road safety ● CCE and CSE
Year 9	In Year 9 we ensure that students are further able to navigate the increasing pressures which are being placed onto them from external factors. We tie these themes together by studying the following topics: ● Health and Wellbeing ● Managing risk ● Bullying in all its forms ● External influences on behaviour
Year 10	We continue to focus on Mental Health and Wellbeing in Year 10, but we study these themes at a deeper and more mature level, covering the following topics: ● Child sexual abuse

	• Common types of mental health • Promoting emotional wellbeing • Making informed health choices
Year 11	Once students reach Year 11 we look to give them their final preparations for adulthood: • Recognising stress and responding to mental health challenges • The consequences of stress and exam/revision wellbeing

Quality Assurance

To ensure that the RSHE course is robust it is quality assured through curriculum reviews (work scrutiny, lesson visits and student voice) in the same manner as the other subjects.