



## Swanbourne House Relationships, Sex & Health Education Policy

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| <b>Name:</b>          | Relationships, Sex & Health Education Policy |
| <b>Applies to:</b>    | Whole School including EYFS and Boarding     |
| <b>Reference no:</b>  | Policy 19                                    |
| <b>Contributors:</b>  | Deputy Head Academic, Head of Lower School   |
| <b>Owner:</b>         | Deputy Head Pastoral                         |
| <b>Approved by:</b>   | Head                                         |
| <b>Date reviewed:</b> | September 2026                               |
| <b>Date approved:</b> | September 2026                               |
| <b>Next review:</b>   | September 2027                               |

### Scope

This policy sets out the school's approach to relationships, sex and health education (RSHE) and the related personal, social, health and economic (PSHE) education. The policy should be read alongside the wider legal and safeguarding framework governing the school's responsibilities towards pupils, including equality, education, child welfare and safeguarding duties. It ensures that the school's provision is age-appropriate, inclusive and consistent with its statutory obligations.

### References

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers – July 2025](#)

### Introduction

Swanbourne House recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult

situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### **Relationships Education – Primary – Years 1 to 6**

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

### **Relationships and Sex Education (RSE) – Secondary – Year 7 and 8**

RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person.

When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

As Swanbourne House provides education to the end of Year 8, the secondary RSHE/PSHE curriculum is sequenced to ensure that pupils receive the age- and developmentally appropriate statutory content relevant to their stage of education. The curriculum is designed to provide a strong foundation for the further statutory RSHE education pupils will receive at their subsequent senior school.

### **Health and Wellbeing Education**

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.

Teaching will be age-appropriate, developmentally appropriate and responsive to pupils' needs, taking account of the statutory requirements for Relationships Education and Health Education and the wider PSHE Association Programme of Study. Content will be revisited and developed

progressively as pupils move through the school, enabling them to build knowledge, vocabulary, skills and confidence over time.

### **Safeguarding**

The curriculum will also contribute to our wider safeguarding provision. Pupils will be taught how to recognise situations that may place them or others at risk, how to respond appropriately, and how and where to seek help. Staff will reinforce the message that pupils should speak to a trusted adult if they are worried about their own wellbeing or the wellbeing of someone else. Any disclosures or safeguarding concerns arising through teaching will be managed in accordance with the school's safeguarding procedures.

The curriculum will be reviewed regularly to ensure that it remains current, age-appropriate, evidence-informed and compliant with statutory guidance and safeguarding expectations, including any updates to KCSIE and relevant inspection requirements.

### **Delivery of Relationships, Sex and Health Education (RSHE) and PSHE Programme (including delivery to those with Special Educational Needs)**

The Relationships, Sex and Health Education (RSHE) programme at Swanbourne House will be taught through the PSHE Association Programme of Study and will ensure that we meet our statutory obligations. The programme will provide a coherent, inclusive and developmentally appropriate curriculum that enables all pupils to acquire the knowledge, skills and attributes they need to keep themselves and others safe, develop healthy relationships and make informed decisions as they grow.

Relationship Education and Relationships, Sex and Health Education will be accessible to all pupils. Teaching and learning will take account of individual needs, including the needs of pupils with SEND. Particular consideration will be given to pupils who may be more vulnerable to exploitation, abuse, bullying, coercion or other safeguarding concerns as a result of their SEND or other individual circumstances. Appropriate differentiation, reasonable adjustments and additional support will be provided to ensure that all pupils can access the curriculum, understand key safeguarding messages and develop the confidence to seek help and report concerns.

The programme will be delivered through a range of age-appropriate and complementary approaches. Core teaching will take place predominantly within PSHE lessons, with relevant aspects reinforced through Science, PE, Tutor Time and Religious Studies. The wider curriculum will be supported through assemblies, Chapel, lectures, pupil committees, opportunities for pupils to take on responsibilities and displays around the school. These approaches will reinforce, rather than replace, planned classroom teaching. Where external visitors or specialist speakers are used, they will be carefully selected and their contribution will enhance the school's planned curriculum rather than substitute for teaching by appropriately trained school staff.

All RSHE content will be delivered in a manner that is appropriate to pupils' age, developmental stage, maturity and individual needs. Content will be carefully sequenced so that pupils revisit key concepts as they progress through the school, building upon previously acquired knowledge, skills and understanding. Repetition and reinforcement are intentional: pupils will encounter important

themes at increasing levels of depth and complexity as they move through the school and subsequently into the senior years.

### **PSHE Curriculum**

RSHE is taught as part of our PSHE curriculum. Breakdowns of our PSHE curriculum can be found in Appendix 1 and 2. The curriculum is colour coded to make it clear what is part of statutory RSHE.

Should parents want any further detail of the subject content or the materials being used in lessons they should contact the school office to arrange a meeting with the Head of PSHE.

### **Monitoring and Evaluation**

The Deputy Head Pastoral will lead RSHE throughout the school. Regular meetings will be held to ensure that all teachers involved in teaching aspects of RSHE are confident in their delivery and have appropriate training when required. The Deputy Head Pastoral will monitor delivery in both a formal and informal sense.

Teachers will critically reflect on their work in delivering RSHE through regular dialogue with other staff, Head of Section and the Deputy Head Pastoral and through the progress being made by the pupils. Pupils will have opportunities to review and reflect on their work during lessons. Pupil voice will be influential in adapting and amending planned learning activities as feedback is gathered during lessons, in line with the DfE guidance on pupil feedback.

Regular feedback will be given to pupils and teachers will assess work to identify areas where extra support or intervention is required. Pupils will be able to demonstrate progress through tests, written assignments, class discussions, presentations, debate or self-evaluations.

### **Working with Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Swanbourne House will work closely with parents when planning and delivering these subjects. The School will ensure that parents know what will be taught and when, and that they are given every opportunity to understand the purpose and content of both PSHE and RSHE, including if an external provider comes into school. The School will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

### **Right to Withdraw**

Whilst parents will not be able to withdraw their child from relationships education. Parents will be able to request withdrawal of their child from primary age group classes which address sex education i.e. those that do not sit within the relationships education delivery. The Head will grant a request to withdraw a pupil from any sex education delivered at the primary age range other than those parts of the Science curriculum.

Before granting any request for withdrawal in Years 7 and 8, it would be appropriate for the Head to discuss the request with the parent. This discussion should include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place the school will respect the parental request. Requests for withdrawal should be put in writing and addressed to the Head.

Any material changes to this policy will be issued to the parental body for consultation.

### **Religion and Belief**

The religious background of all pupils must be taken into account when planning teaching so that the topics that are included in the core content in this guidance are appropriately handled. Swanbourne House will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### **Equality**

Swanbourne House is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available in The Equality Act 2010: advice for schools.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation; these are collectively known as the protected characteristics. There are two additional protected characteristics that do not apply to pupils and they are 1) age and 2) marriage & civil partnership. Swanbourne House will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment.

### **AI**

The RSHE curriculum will address emerging online risks, including AI-generated content and deepfakes, the creation and sharing of intimate images, sextortion, online sexual exploitation, harmful online content, scams, coercive or controlling behaviour facilitated by technology, and the risks associated with AI chatbots and other emerging technologies, where age and stage appropriate.

## Appendix 1 – PSHE Education Curriculum Overview

### Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers  
 School Plus course available - see [Appendix 2](#)

|        | Autumn 1                                                                                                        | Autumn 2                                                                                                               | Spring 1                                                                                                                   | Spring 2                                                                                                           | Summer 1                           | Summer 2                                        |
|--------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|
| Year 1 | Making friends: playing and learning together                                                                   | Mental health and wellbeing           | Celebrating me, you and our families                                                                                       | Safety at home                                                                                                     | Being healthy                      | Showing kindness to ourselves and others        |
| Year 2 | Mental health and wellbeing    | Keeping safe online                                                                                                    | Me, my body and staying safe                                                                                               | Money and work                   | Safety outside the home            | Looking back and moving on                      |
| Year 3 | Me, my friends and belonging                                                                                    | Mental health and wellbeing           | Building healthy habits                                                                                                    | Making choices online                                                                                              | Keeping safe out and about         | Looking out for each other                      |
| Year 4 | Mental health and wellbeing    | Exploring ways to manage risk                                                                                          | Forming respectful relationships                                                                                           | Money matters and news literacy  | Me, my body and growing up         | Families and growing together                   |
| Year 5 | Friendships, stereotypes and bullying                                                                           | Mental health and wellbeing           | Positively engaging with our world                                                                                         | Respecting boundaries            | Safe connections online            | Embedding healthy habits and learning first aid |
| Year 6 | Mental health and wellbeing  | Managing money and online spending  | Changes in puberty (and sex education)  | Drug education: assessing risk and managing influences                                                             | Developing our understanding of AI | Looking to the future                           |

### Secondary PSHE education | Long-term overview

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers  
 School Plus course available - see [Appendix 2](#)

|        | Autumn 1                                                                                                                                | Autumn 2                          | Spring 1                                                                                                                | Spring 2                                                                                                      | Summer 1                                                                                                                  | Summer 2                                                                                                  |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Year 7 | Emotional wellbeing: managing change and transition  | Friendship and bullying           | Families and changing relationships  | Puberty and keeping safe  | Influences on relationships                                                                                               | Financial decisions  |
| Year 8 | Health and wellbeing                                                                                                                    | Personal safety and managing risk | Belonging and community                                                                                                 | The online world          | Healthy and unhealthy relationships  | Managing money       |

## Appendix 2 – PSHE Education Curriculum Detailed Overview

Primary PSHE education | Medium-term planning

Statutory RSHE

Economic Wellbeing & Careers

### Year 1

| Autumn 1                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                   | Summer 2                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Making friends: playing and learning together</b><br><p>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.</p> | <b>Mental health and wellbeing</b><br><p>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.</p> | <b>Celebrating me, you and our families</b><br><p>This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.</p> | <b>Safety at home</b><br><p>This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.</p> | <b>Being healthy</b><br><p>This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.</p> | <b>Showing kindness to ourselves and others</b><br><p>This unit revisits learning about feelings, and explores the importance of kindness.</p> |

Primary PSHE education | Medium-term planning

Statutory RSHE

Economic Wellbeing & Careers

### Year 2

| Autumn 1                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mental health and wellbeing</b><br><p>This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).</p> | <b>Keeping safe online</b><br><p>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).</p> | <b>Me, my body and staying safe</b><br><p>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.</p> | <b>Money and work</b><br><p>This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.</p> | <b>Keeping safe outside the home</b><br><p>This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.</p> | <b>Looking back and moving on</b><br><p>Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.</p> |

Primary PSHE education | Medium-term planning

Statutory RSHE

Economic Wellbeing & Careers

### Year 3

| Autumn 1                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                  | Spring 2                                                                                                                                                                | Summer 1                                                                                                                                               | Summer 2                                                                                                                                                      |
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| <b>Me, my friends and belonging</b><br><p>This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.</p> | <b>Mental health and wellbeing</b><br><p>Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.</p> | <b>Building healthy habits</b><br><p>This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.</p> | <b>Making choices online</b><br><p>This unit explores how to protect information online and make choices about online content, including understanding age ratings.</p> | <b>Keeping safe out and about</b><br><p>This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.</p> | <b>Looking out for each other</b><br><p>This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.</p> |

Primary PSHE education | Medium-term planning

Statutory RSHE

Economic Wellbeing & Careers

### Year 4

| Autumn 1                                                                                                                                                                                                | Autumn 2                                                                                                                                                                           | Spring 1                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                 | Summer 2                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mental health and wellbeing</b><br><p>Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.</p> | <b>Exploring ways to manage risk</b><br><p>This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.</p> | <b>Forming respectful relationships</b><br><p>This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.</p> | <b>Money matters and news literacy</b><br><p>This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.</p> | <b>Me, my body and growing up</b><br><p>This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.</p> | <b>Families and growing together</b><br><p>This unit supports pupils' understanding of diverse family structures, and how families can change.</p> |

## Year 5

| Autumn 1                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                          | Spring 2                                                                                                                                                    | Summer 1                                                                                                                                 | Summer 2                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friendships, stereotypes and bullying</b><br>This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. | <b>Mental health and wellbeing</b><br>This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. | <b>Positively engaging with our world</b><br>This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. | <b>Respecting boundaries</b><br>This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. | <b>Safe connections</b><br>This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. | <b>Embedding healthy habits and learning first aid</b><br>This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. |

## Year 6

| Autumn 1                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                  | Spring 2                                                                                                                                                            | Summer 1                                                                                                                                                                                        | Summer 2                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mental health and wellbeing</b><br>This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. | <b>Managing money and online spending</b><br>This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. | <b>Changes in puberty (and sex education*)</b><br>This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. | <b>Drug education: assessing risk and managing influences</b><br>This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. | <b>Developing our understanding of AI</b><br>This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. | <b>Looking to the future</b><br>This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. |

## Year 7

| Autumn 1                                                                                                                                                                           | Autumn 2                                                                                                                                                                | Spring 1                                                                                                                                                                       | Spring 2                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                    | Summer 2                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional wellbeing: managing change and transition</b><br>This unit helps students transition to secondary school, set learning goals and develop social and emotional skills. | <b>Friendship and bullying</b><br>This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. | <b>Families and changing relationships</b><br>This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation. | <b>Puberty and keeping safe</b><br>This unit revisits learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, as well as how to identify and report abuse. | <b>Influences on relationships</b><br>This unit helps students consider influences on their expectations of – and attitudes towards – relationships, including online and media influences. | <b>Financial decisions</b><br>This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending. |

## Year 8

| Autumn 1                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Health and wellbeing</b><br>In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing. | <b>Personal safety and managing risk</b><br>This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs. | <b>Belonging and community</b><br>This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion. | <b>The online world</b><br>This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users. | <b>Healthy and unhealthy relationships</b><br>This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support. | <b>Managing money</b><br>This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing. |