



Relationships & Sex Education Policy

Date of Review	September 2026
Date approved	September 2026
Date of next Review	September 2028

1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of gender, sexuality and different kinds of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Help students to explore what healthy relationships look and feel like.
- Promote safe, healthy and respectful relationships.
- Develop students' emotional literacy, resilience and confidence.
- Teach students how to recognise and report unsafe situations.
- Support mental and physical wellbeing, including puberty, body changes and healthy lifestyles.
- Ensure students understand consent, equality and respect.
- Foster an inclusive environment that respects diversity and different family structures.
- Prepare students for the challenges of adolescence and adulthood.
- Develop students' understanding of online safety, online relationships and the potential risks associated with online activity.
- Support students to recognise unhealthy, abusive or harmful behaviour and understand how and where to seek help.
- Develop students' understanding of substance misuse and risk-taking behaviour and support them to make safe and informed decisions.
- Promote positive mental health and emotional wellbeing, including emotional literacy, resilience, coping strategies and appropriate help-seeking.

Our RSHE curriculum is responsive to the needs of our students and reflects identified local priorities.

For the academic year 2026–2027, the TRA local priorities for PSHE and RSHE are:

1. Mental Health and Emotional Wellbeing
2. Child on Child Abuse and Healthy Relationships
3. Online Safety, Substance Misuse and Risk -Taking Behaviour
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These priorities are embedded throughout the RSHE/PSHE curriculum and are reinforced through safeguarding, pastoral provision, tutor time, assemblies, enrichment and the wider whole-school approach.

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2. The Roundhill Academy Values

Nurture

To nurture means forging consistent routines, building resilience and providing a safe and welcoming school environment.

Enrich

To enrich means providing tailored enrichment reflecting diversity and promoting cultural awareness and opportunities beyond the taught curriculum.

Inspire

To inspire means providing an aspirational and thought-provoking Curriculum with opportunity for every individual within our school community to flourish.

3. Statutory Requirements

As a secondary academy school, we provide RSHE in accordance with statutory requirements and the Department for Education's statutory guidance.

In teaching RSHE, we are required by our funding agreements to have regard to guidance by the Secretary of State as outlined in section 403 of the Education Act 1996.

The school will have regard to the Department for Education's statutory guidance on relationships education, relationships and sex education and health education, including the revised guidance applicable from 1 September 2026.

At TRA we teach RSHE as set out in this policy.

RSHE is delivered as part of a broad and balanced curriculum and in accordance with the school's wider legal and safeguarding responsibilities.

The school will review this policy to ensure that it remains current and reflects changes to legislation, statutory guidance, safeguarding requirements and local need.

4. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – a working party pulled together all relevant information including relevant national and local guidance to support the development of this policy.
- Staff consultation – all relevant school staff were given the opportunity to look at the policy and make recommendations.
- Parents/carers – parents/carers were invited to consult on the policy and will be provided with information about the school's RSHE provision.
- Student consultation – we consulted with students on what they wanted from RSHE.
- Local priorities – identified local priorities have been considered when reviewing the policy and curriculum.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

The school will continue to consider feedback from students, parents/carers and staff when reviewing and developing the RSHE curriculum.

5. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

The curriculum also supports students to develop the knowledge, skills, confidence and resilience needed to make safe, healthy and responsible decisions and to recognise when they or others may need help or support.

6. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary, depending on local priority and need as identified in school.

We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students.

The RSHE curriculum is carefully sequenced to ensure that students receive appropriate knowledge and develop relevant skills progressively as they move through the school.

The curriculum reflects the statutory RSHE content and the identified TRA local priorities for 2026–2027:

7. Mental Health and Emotional Wellbeing

Students are supported to develop emotional literacy, resilience, self-awareness, coping strategies and an understanding of how and where to seek help. Learning also promotes positive mental health, healthy lifestyles and emotional wellbeing.

8. Child on Child Abuse and Healthy Relationships

Students develop their understanding of healthy and respectful relationships, boundaries, consent, equality, power and appropriate behaviour. They are taught how to recognise and report harmful behaviour, including child-on-child abuse, sexual harassment, sexual violence and other forms of abuse.

9. Online Safety, Substance Misuse and Risk-Taking Behaviour

Students develop their understanding of online safety, digital communication and online relationships, including the potential risks and harms associated with online activity. They also learn about substance misuse, risk-taking behaviour, decision-making and strategies for keeping themselves and others safe.

The school will use student voice, safeguarding information, pastoral information and other relevant information to identify emerging needs and, where appropriate, adapt curriculum provision.

If students ask questions outside the scope of this policy, teachers will respond in an appropriate and developmentally sensitive manner. Teachers will use professional judgement and safeguarding procedures when responding to questions.

Teaching will be accessible to all students, including students with special educational needs and/or disabilities (SEND). Appropriate adaptations will be made where necessary to ensure that students can access the curriculum and participate meaningfully.

10. Sex Education

Sex education refers to the teaching of human sexuality, relationships, consent, sexual health, and personal safety. It provides students with age-appropriate knowledge about their bodies, relationships, emotions, and how to make informed decisions about their health and wellbeing.

Sex education is vital for equipping students with the knowledge and understanding to navigate relationships and their personal development in a respectful, responsible way. It fosters self-awareness, promotes healthy attitudes towards relationships, and helps students make informed choices about their health.

Effective sex education:

- Encourages open, honest communication about sensitive topics.
- Provides accurate information about sexual health, consent, and safety.
- Supports students in developing a positive sense of identity and understanding of boundaries.
- Prepares students for healthy relationships, respect for others, and personal responsibility.
- Supports students to recognise unhealthy, abusive or coercive behaviour and know how to seek help.
- Supports students to understand the relationship between online behaviour and personal and sexual safety.

Our curriculum meets statutory guidance and is properly sequenced.
The PSHE Learning Journey is available on our website.

Parents/carers are able to contact the school if they have questions about the RSHE curriculum or its content.

Where sex education is delivered as part of RSHE, parents/carers will be informed of their rights in relation to withdrawal in accordance with statutory requirements. Parents/carers cannot withdraw students from sex education that forms part of the National Curriculum for Science.

11. Delivery of RSHE

RSHE is taught across the whole curriculum and within PSHE lessons (in Key Stage 3 and 4).

RSHE aims to equip young people with the knowledge and skills needed to build healthy, respectful, and nurturing relationships in all aspects of life. This includes understanding family dynamics, fostering positive and respectful relationships, and developing awareness of intimate and sexual relationships alongside sexual health.

All RSHE content is delivered within the context of family life, ensuring that no child is stigmatised based on their home circumstances. We recognise and respect the diversity of family structures, which may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster carers, and other arrangements.

We also acknowledge that some students may have alternative support networks, such as looked-after children or young carers, and we approach these situations with sensitivity and inclusivity.

The school recognises the importance of safeguarding within RSHE. Students will be taught how to recognise unsafe situations, unhealthy relationships, abuse and harmful behaviour, and how to seek help and report concerns.

The curriculum will address the three TRA local priorities for 2026–2027 throughout the school year.

In addition, we remain fully compliant with legal requirements and uphold the law in all aspects of RSHE delivery. We take care not to condone or encourage any illegal or harmful activities, including violent actions against individuals, criminal damage, hate crimes, terrorism, or the unlawful use of drugs. Our teaching promotes respect, responsibility, and safety always. For more information about our RSHE curriculum, see Appendices 1 and 2.

12. Teaching and Learning Approach

RSHE is taught through:

- PSHE lessons
- Tutor time
- Assemblies and enrichment days
- Cross-curricular links (e.g., Science, Computing, PE)

Teaching will be:

- Age-appropriate and sensitive.
- Inclusive and reflective of diverse needs and backgrounds.
- Based on current safeguarding guidance.
- Delivered by trained staff, with ground rules to ensure safe and respectful discussion.
- Carefully sequenced and progressive.
- Accessible to students with SEND, with appropriate adaptations made where required.
- Responsive to student voice and identified local needs.
- Based on accurate and appropriate information.
- Focused on developing students' knowledge, skills, confidence and ability to make safe and responsible decisions.

Teachers will establish appropriate ground rules for sensitive discussions and will ensure that students understand how concerns can be raised.

Staff will respond sensitively to disclosures and concerns and will follow the school's safeguarding procedures.

13. Use of External Organisations and Materials

Before any external organisation or speaker delivers RSHE content, the school will:

- Confirm the topics to be covered and establish the agency's stance on the issues involved.
- Review all proposed materials in advance to ensure suitability and alignment with school policy.

- Verify the identity of all visiting individuals and apply full safeguarding procedures.
- Ensure that a member of school staff is present throughout the session.
- Remind staff that they have the authority to intervene or terminate a session if concerns arise.

These measures ensure that all external contributions are safe, accurate, impartial, and fully aligned with our statutory, safeguarding, and curriculum responsibilities.

The school retains full responsibility for all RSHE content delivered to students. We will only work with external agencies whose materials and approaches are appropriate, relevant, and compliant with our legal duties, including requirements around political impartiality.

All external input must uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will carry out appropriate checks on all external agencies and work collaboratively with them to ensure their approach to RSHE is balanced and consistent with our policy.

All resources and materials provided by external contributors must:

- Be age appropriate.
- Match students' developmental stage.
- Reflect our commitment to safeguarding, inclusivity, and statutory guidance.

All external content must also comply with:

- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- *Keeping Children Safe in Education* (latest guidance)
- The TRA's Safeguarding and Child Protection Policy

TRA will also ensure that:

- The external agency provides a clear outline of the content they intend to deliver.
- Their position on all issues to be discussed is understood and consistent with our policy.
- All materials, resources, or presentations to be used are submitted in advance for review.
- The names and roles of all visiting individuals are known, with full safeguarding checks applied in line with school procedures.
- Staff are reminded that they have the authority to challenge content, decline unsuitable material, or, in exceptional circumstances, stop a session.
- A member of school staff remains present in the room for the entirety of any session delivered by an external speaker.

14. Roles and Responsibilities

The Board of Trustees

The Trust board is responsible for approving the RSHE policy and ensuring its effective implementation by holding the headteacher to account.

The relevant committee will review the policy every two years to ensure it remains current and compliant with statutory guidance.

The policy may be reviewed sooner where there are significant changes to statutory guidance, legislation, safeguarding requirements or local priorities.

Headteacher

The Headteacher is responsible for ensuring that RSHE is delivered consistently across the school and for managing any parental requests to withdraw students from non-statutory components of RSHE that fall outside the science curriculum.

The Headteacher will also ensure that appropriate staffing, safeguarding and training arrangements are in place.

PSHE Lead

The PSHE Lead is responsible for overseeing the design of the RSHE curriculum, coordinating staff training, and monitoring delivery to ensure consistency and quality.

The PSHE Lead will:

- Ensure that the curriculum is appropriately sequenced and reflects statutory requirements.
- Ensure that the three TRA local priorities are reflected within the curriculum.
- Monitor the quality of teaching and learning through the school's Quality Assurance processes.
- Gather and respond to staff and student voice.
- Identify staff CPD needs and direct staff towards suitable professional development opportunities.
- Regularly attend relevant PSHE Network meetings and share appropriate updates and developments with staff.
- Review resources to ensure they are appropriate, accurate and suitable for students.
- Work with relevant staff to ensure RSHE remains responsive to safeguarding and pastoral needs.

Teachers and Support Staff

All teaching and support staff involved in delivering RSHE are expected to:

- Teach RSHE content in a sensitive, respectful, and developmentally appropriate manner.
- Model positive, inclusive, and responsible attitudes that reflect the aims and values of the RSHE curriculum.
- Monitor students' understanding and progress, identifying where additional support may be required.
- Model respectful behaviour and procedures.
- Respond to the individual needs of students and adapt approaches where necessary.
- Manage requests appropriately when parents choose to withdraw their child from non-science components of RSHE, in line with statutory guidance and school procedure.

- Follow the school's safeguarding procedures where concerns or disclosures arise.
- Signpost students towards appropriate support where necessary.
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Staff do not have the right to opt out of teaching RSHE. Any member of staff who has concerns about delivering RSHE should discuss these with the Headteacher to ensure appropriate support is provided.

All staff delivering RSHE will receive appropriate training and ongoing professional development, so they feel confident, well-informed, and well-equipped to teach this subject effectively.

Students

Students are expected to:

- Engage positively with RSHE lessons and contribute to discussions in a respectful and considerate manner.
- Listen to the views of others, even when they differ from their own, and uphold the school's values of respect, equality, and inclusion.
- Follow the agreed ground rules during PSHE lessons to help maintain a safe, respectful, and supportive learning environment.
- Ask questions when they need clarification and seek support from staff if they feel unsure or worried about any topic covered.
- Apply their learning to help them make informed, safe, and responsible decisions in their daily lives.
- Treat sensitive topics with maturity, understanding that RSHE is designed to support their wellbeing and personal development.
- Recognise that everyone has a right to feel safe and respected.
- Know how and where to seek help for themselves or others, including in relation to mental health, unhealthy relationships, child-on-child abuse, online safety, substance misuse and risk-taking behaviour.

Students are encouraged to share any concerns about RSHE content or classroom experiences with a trusted adult in school. All staff receiving such concerns will follow the school's safeguarding procedures to ensure students receive appropriate support and protection.

15. Monitoring, Evaluation and Impact

RSHE is monitored through the school's Quality Assurance processes to ensure that the curriculum is being delivered effectively and consistently and that it continues to meet the needs of students.

Quality Assurance activity may include:

- Drop-ins to RSHE/PSHE lessons.
- Review of teaching and learning.
- Staff voice.
- Student voice.
- Review of curriculum planning and resources.
- Consideration of safeguarding, pastoral and local needs.
- Identification of areas for development.

Staff voice about the curriculum is conducted every term to gather feedback on the curriculum, its delivery and any emerging areas of need.

Student voice is conducted as part of the school's Quality Assurance processes to establish students' views of RSHE, their learning experiences and areas where further support or development may be beneficial.

The PSHE Lead will use the outcomes of monitoring, staff voice and student voice to identify strengths and areas for development and to inform future curriculum planning.

Where a need for staff CPD is identified, the PSHE Lead will direct staff towards suitable professional development and training opportunities.

The PSHE Lead regularly attends relevant PSHE Network meetings to remain informed about developments in PSHE and RSHE practice, statutory guidance and local priorities. Relevant updates are shared with staff to support continued improvement in curriculum delivery.

The impact of RSHE will be considered through the school's wider Quality Assurance, safeguarding, pastoral and personal development processes.

16. Working with Parents and Carers

The school recognises the important role parents and carers play in supporting their children's education, relationships, health and wellbeing.

The school is committed to being open and transparent about the RSHE curriculum.

The PSHE Learning Journey is available on the school website, enabling parents and carers to understand the broad content and progression of the curriculum.

Parents and carers who have questions about the RSHE curriculum or would like further information are encouraged to contact the school.

Parents and carers will be provided with information about their rights in relation to sex education and withdrawal in accordance with statutory requirements.

The school will consider parental views when reviewing the RSHE policy and curriculum, while ensuring that statutory requirements and safeguarding responsibilities are met.

17. Safeguarding and Confidentiality

RSHE plays an important role in safeguarding students by giving them the knowledge and skills to recognise unsafe situations, unhealthy relationships, abuse, exploitation and other forms of harm and to understand how to seek help.

Teaching may cover sensitive or potentially difficult subjects. Staff will therefore remain alert to the possibility that students may disclose concerns or experiences during or following RSHE lessons.

Staff will follow the school's safeguarding and child protection procedures in response to any disclosure or concern.

Students will be made aware that staff cannot promise absolute confidentiality where information suggests that a child or young person may be at risk of harm.

Where appropriate, students will be signposted towards trusted adults and relevant sources of support within school.

18. Inclusion and Accessibility

RSHE will be delivered in a way that is inclusive and accessible to all students.

The school recognises that students have different backgrounds, experiences, needs and levels of understanding. Teaching will therefore be adapted where appropriate to ensure that all students can participate and benefit from the curriculum.

Particular consideration will be given to students with SEND, students experiencing difficulties in their home or personal circumstances, and students who may require additional pastoral or safeguarding support.

The school will ensure that RSHE teaching reflects its duties under relevant equality legislation and promotes respect, dignity and inclusion.

19. Review

This policy will be reviewed every two years, unless an earlier review is required due to changes in statutory guidance, legislation, safeguarding requirements or identified local need. The curriculum will be reviewed regularly through the school's Quality Assurance processes, including staff voice, student voice and lesson drop-ins.

The policy and curriculum will remain responsive to the needs of the TRA school community and the identified local priorities.

Appendices

Appendix 1 – RSHE/PSHE Curriculum Mapping and Learning Journey

The detailed curriculum mapping will be reviewed alongside this policy to ensure that statutory requirements and the TRA local priorities for 2026–2027 are clearly represented across the programme.

20. Review

Appendices

Appendix 1 – RSHE/PSHE Curriculum Mapping and Learning Journey

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APPENDIX 1

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This is a guideline of the content covered in RSHE. There may be occasions where the timing of RSHE units of work may take place at different points in the year.

Year 7 Unit 1 – Health and Wellbeing mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Mental Health	Mental health	Mental wellbeing, emotions, recognising when someone may need support, help-seeking	Mental Health & Emotional Wellbeing
L2 Building Resilience	Resilience	Coping strategies, overcoming barriers, managing emotions and wellbeing	Mental Health & Emotional Wellbeing
L3 Kindness and Empathy	Kindness/empathy	Relationships, emotional wellbeing, respect, connection with others	Mental Health & Emotional Wellbeing
L4 Dangers of Vaping	Vaping	Smoking/vaping, health risks and risk-taking	Substance Misuse & Risk Taking
L5 Personal Hygiene and Oral Infections	Hygiene/oral health	Personal hygiene and physical health	—
L6 Boys Puberty	Puberty	Physical and emotional changes during puberty	Mental Health & Emotional Wellbeing
L7 Menstruation	Menstruation	Menstrual health, puberty, hygiene and body changes	Mental Health & Emotional Wellbeing
L8 FGM	FGM	Safeguarding, harmful practices, bodily autonomy and help-seeking	Child on Child Abuse & Healthy Relationships / Safeguarding

Year 7 Unit 2 – RSHE mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Healthy Relationships	What makes a healthy relationship	Healthy relationships, respect, communication, boundaries	Child on Child Abuse & Healthy Relationships
L2 Importance of Trust	Trust	Trust, honesty, communication and respectful relationships	Healthy Relationships
L3 Maintaining Friendships	Friendships	Friendships, communication, conflict resolution and emotional wellbeing	Mental Health & Emotional Wellbeing

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L4 Anti-bullying	Bullying	Bullying, harmful behaviour, respect and reporting concerns	Child on Child Abuse
L5 Peer Pressure	Peer pressure	influence, pressure, decision-making and risk-taking	Substance Misuse & Risk Taking / Healthy Relationships
L6 Online Grooming	Online grooming	Online safety, exploitation, manipulation and safeguarding	Online Safety / Child on Child Abuse
L7 Different Families, Stability & Commitment	Family structures, stability and commitment	Families, different family structures, commitment and respect	Healthy Relationships
L8 Falling in Love & Romantic Feelings	Romantic feelings	Emotions, attraction, relationships and emotional wellbeing	Mental Health & Emotional Wellbeing / Healthy Relationships
L9 Marriage	Marriage	Marriage, commitment, relationships and legal context	Healthy Relationships

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Importance of Respect	Respect	Respect, dignity, relationships, equality and difference	Child on Child Abuse & Healthy Relationships
L2 Media Literacy	Media literacy	Media influence, online content, stereotypes and critical thinking	Online Safety / Risk Taking
L3 Racism – Introduction	Racism	Equality, discrimination, respect and protected characteristics	Healthy Relationships
L4 Stereotyping	Stereotypes	Stereotypes, prejudice, discrimination and media influence	Healthy Relationships / Online Safety
L5 Protected Characteristics	Equality Act/protected characteristics	Equality, discrimination and protected characteristics	Healthy Relationships
L6 Budgeting Our Money	Financial literacy	Health /wider PSHE rather than direct RSHE	Risk-taking

Year 8 Unit 1 – Health & Wellbeing mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Balanced Diet and Healthy Food	Nutrition and healthy eating	Healthy eating, nutrition and physical health	Mental Health & Emotional Wellbeing
L2 The Importance of Exercise	Physical activity	Physical health, mental wellbeing and healthy lifestyle	Mental Health & Emotional Wellbeing
L3 Lifestyle Diseases and Cancer	Disease prevention and health	Protecting health, healthy lifestyle and recognising health risks	Risk Taking
L4 Eating Disorders	Eating disorders	Mental and physical health, recognising concerns and help-seeking	Mental Health & Emotional Wellbeing
L5 Social Media Stress	Social media and wellbeing	Online safety, mental wellbeing, social media, comparison and online harms	Mental Health & Emotional Wellbeing / Online Safety
L6 Group Messaging and Chats	Online communication	Online relationships, respectful behaviour, pressure and online harms	Online Safety / Child on Child Abuse & Healthy Relationships
L7 Self Harm	Self-harm	Mental wellbeing, recognising concerns and seeking help	Mental Health & Emotional Wellbeing

Year 8 Unit 2 – RSHE mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Tolerance and Mutual Respect	Respect and tolerance	Respectful relationships, equality, diversity and dignity	Child on Child Abuse & Healthy Relationships
L2 Being a Great Man	Masculinity and positive male identity	Healthy relationships, emotional wellbeing, stereotypes and respectful behaviour	Mental Health & Emotional Wellbeing / Healthy Relationships
L3 Alcohol and Relationships	Alcohol and relationships	Substance misuse, risk-taking, relationships, decision-making and consent	Substance Misuse & Risk Taking / Healthy Relationships
L4 Cyberbullying and Online Trolls	Online bullying/trolling	Online safety, harmful online behaviour and respectful communication	Online Safety / Child on Child Abuse

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L5 Consent	Consent	Consent, boundaries, respect and healthy relationships	Child on Child Abuse & Healthy Relationships
L6 Contraception	Contraception	Sexual health, pregnancy prevention and informed decision-making	Risk Taking
L7 Introduction to STIs	STI awareness	Sexual health, prevention, testing and treatment	Risk Taking
L8 Condoms and Condom Use	Condom use	Safer sex, STI prevention and pregnancy prevention	Risk Taking / Healthy Relationships

Year 8 Unit 3 – Living in the Wider World mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1 Attendance and Punctuality	Attendance, responsibility and routines	Wellbeing, responsibility and preparation for adult life	Mental Health & Emotional Wellbeing
L2 Saving and Investing Money	Financial education	Financial wellbeing, decision-making and preparation for adult life	Risk Taking Behaviour
L3 Sexism in Society	Sexism and inequality	Equality, respectful relationships, discrimination and harmful gender stereotypes	Child on Child Abuse & Healthy Relationships
L4 Ableism – Visible and Invisible Disability	Disability and discrimination	Protected characteristics, equality, respect and inclusion	Child on Child Abuse & Healthy Relationships
L5 County Lines and Gangs	Criminal exploitation, gangs and county lines	Exploitation, gangs, risk-taking, safeguarding and help-seeking	Online Safety, Substance Misuse & Risk Taking Behaviour
L6 Mental Health at Work and the Wider World	Mental health, employment and adult life	Mental wellbeing, resilience, work/life balance and help-seeking	Mental Health & Emotional Wellbeing

Year 9 Unit 1 – Health and Wellbeing mapping

Lesson	Current topic	2026 RSHE alignment	TRA local priority
L1	Mental Health and stigma language	Mental wellbeing; mental health conditions; appropriate language; reducing stigma.	Mental Health & Emotional Wellbeing
L2	Managing anxiety	Anxiety; coping strategies; overcoming barriers; help-	Mental Health & Emotional Wellbeing

Lesson Current topic		2026 RSHE alignment	TRA local priority
		seeking.	
L3	Gratefulness	Mental wellbeing; happiness; connection; kindness and community participation.	Mental Health & Emotional Wellbeing
L4	Sleep importance and hygiene	Sleep and health; sleep and mood; screen-free time; digital habits.	Mental Health & Emotional Wellbeing
L5	Health advice and services	Healthcare services; self-care; accessing appropriate health advice and support.	Mental Health & Emotional Wellbeing
L6	Prescription drugs and antibiotics	Medicine misuse; safe use of medicines; antibiotics; infection; antimicrobial resistance.	Substance Misuse, Online Safety & Risk Taking Behaviour

Year 9 Unit 2 – RSHE mapping

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Relationships in the Media	Positive relationships; media literacy; stereotypes; online content and harmful influences.	Healthy Relationships / Online Safety
L2 Diverse Relationships	Positive relationships; equality; diversity; tolerance and respect.	Healthy Relationships
L3 Gender Stereotypes	Gender stereotypes; prejudice; recognising misogyny.	Healthy Relationships
L4 Gender Equality	Equality; respect; power and inequality within relationships.	Healthy Relationships
L5 Sexual Harassment and the Law	Sexual harassment; consent; harmful sexual behaviour; legal rights and responsibilities.	Child on Child Abuse & Healthy Relationships
L6 Misogyny PSHE	Recognising misogyny; prejudice; harmful attitudes; online influences.	Healthy Relationships / Online Safety
L7 Pornography and Our Brains	Impact of pornography; harmful sexual behaviours; sexual attitudes; consent and sexual entitlement.	Healthy Relationships / Online Safety
L8 Grief, Loss and its Digital Legacy	Managing loss and difficult emotions; relationships ending; online privacy and digital legacy.	Mental Health & Emotional Wellbeing / Online Safety
L9 Conflict Management	Respectful communication; conflict management; reconciliation; ending relationships.	Healthy Relationships / Mental Health & Emotional Wellbeing

Year 9 Unit 3 – Living in the Wider World

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Gambling Risks	Gambling risks; financial decision-making; addiction; risk-taking behaviour.	Substance Misuse & Risk-Taking Behaviour
L2 Responsible Finances and Avoiding Debt	Financial decision-making; managing money; avoiding debt and financial risk.	Substance Misuse & Risk-Taking Behaviour
L3 Financial Exploitation	Financial exploitation; scams; coercion; recognising and responding to risk.	Child on Child Abuse & Healthy Relationships / Risk-Taking Behaviour
L4 E-Reputation (Online Reputation)	Online identity; digital footprint; privacy; online behaviour and consequences.	Online Safety
L5 The Importance of Community	Community participation; volunteering; belonging; positive relationships and wellbeing.	Mental Health & Emotional Wellbeing
L6 Anti-Social Behaviour	Respectful behaviour; consequences of actions; harmful behaviour; community safety.	Child on Child Abuse & Healthy Relationships / Risk-Taking Behaviour
L7 Algorithms and Subcultures	Algorithms; online influences; harmful content; misinformation; online subcultures and misogyny.	Online Safety / Child on Child Abuse & Healthy Relationships

Year 10 – Health and Wellbeing mapping

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Social Media and Resilience	Online wellbeing; social media; resilience; positive and negative online influences.	Mental Health & Emotional Wellbeing / Online Safety
L2 Social Media and Loneliness	Mental wellbeing; social media and relationships; loneliness; online and offline connections.	Mental Health & Emotional Wellbeing
L3 Deepfakes and Malicious AI	Deepfakes; AI-generated content; online harms; identifying and reporting harmful content.	Online Safety / Child on Child Abuse & Healthy Relationships
L4 Body Image Positivity Too Far	Body image; unhealthy comparison; unrealistic expectations; social media and mental wellbeing.	Mental Health & Emotional Wellbeing / Online Safety
L5 Managing Social Anxiety	Mental wellbeing; anxiety; coping strategies; barriers to participation; help-seeking.	Mental Health & Emotional Wellbeing
L6 Cancer and Self-	Cancer awareness; physical health; prevention; recognising	Mental Health & Emotional Wellbeing

Lesson	2026 RSHE Alignment	TRA Local Priority
Examinations	changes and seeking medical advice.	
L7 Unplanned Pregnancy	Pregnancy; reproductive health; contraception; abortion; support and informed decision-making.	Risk-Taking Behaviour / Healthy Relationships
L8 Nitrous Oxide	Drugs; substance misuse; health risks; law; risk-taking behaviour.	Substance Misuse & Risk-Taking Behaviour
L9 Stress and Exam Performance	Mental wellbeing; stress; coping strategies; resilience; managing pressure.	Mental Health & Emotional Wellbeing
L10 Mental Health Support and Networks	Mental health; support networks; accessing appropriate help; reducing stigma.	Mental Health & Emotional Wellbeing
L11 Porn Ethics and Strangulation	Pornography; harmful sexual behaviour; consent; sexual ethics; strangulation/suffocation and the law.	Child on Child Abuse & Healthy Relationships / Online Safety

Year 10 Unit 2 – RSHE mapping

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Coercive, Exploitative Abusive Relationships	Coercive control; abuse; exploitation; power and control; recognising harmful relationships.	Child on Child Abuse & Healthy Relationships
L2 Gaslighting / Emotional Abuse	Emotional abuse; manipulation; coercive control; recognising unhealthy relationship behaviours.	Child on Child Abuse & Healthy Relationships / Mental Health & Emotional Wellbeing
L3 Forced Marriage	Forced marriage; consent; coercion; abuse; seeking help and protection.	Child on Child Abuse & Healthy Relationships
L4 Divorce, Separation and Loss	Ending relationships; managing difficult emotions; loss; support and resilience.	Mental Health & Emotional Wellbeing
L5 Stalking, Harassment and the Law	Stalking; harassment; harmful behaviour; consent; legal rights and responsibilities.	Child on Child Abuse & Healthy Relationships / Online Safety
L6 Assessing Readiness for Sex	Consent; readiness; pressure; contraception; healthy sexual relationships; informed decision-making.	Child on Child Abuse & Healthy Relationships
L7 Abortion	Pregnancy choices; abortion; reproductive health; law; support and informed decision-making.	Healthy Relationships / Mental Health & Emotional Wellbeing
L8 LGBT Rights	Equality; protected characteristics; sexual orientation; gender reassignment; respect and the law.	Child on Child Abuse & Healthy Relationships

Lesson	2026 RSHE Alignment	TRA Local Priority
L9 Adoption and Fostering	Different families; adoption and fostering; respect; stability and positive relationships.	Child on Child Abuse & Healthy Relationships
Year 10 Unit 3 – Living in the Wider World mapping		
Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Social Media Validation	Social media; online identity; online wellbeing; exaggerated or idealised online profiles.	Mental Health & Emotional Wellbeing / Online Safety
L2 Hate Crime	Prejudice; discrimination; protected characteristics; harmful behaviour; equality and respect.	Child on Child Abuse & Healthy Relationships
L3 Equality and Equity	Equality; protected characteristics; discrimination; rights and responsibilities.	Child on Child Abuse & Healthy Relationships
L4 Future Careers and the Rise of AI	AI; online opportunities and risks; digital literacy; preparing for changes in the workplace.	Online Safety & Risk-Taking Behaviour
L5 Employment Rights and Responsibilities	Rights and responsibilities; equality; respectful behaviour; workplace relationships.	Child on Child Abuse & Healthy Relationships
L6 Tattoos, Piercings and Our Appearance	Body autonomy; personal choices; health and safety; informed decision-making.	Risk-Taking Behaviour
L7 Health and Safety at Work	Personal safety; risk assessment; health protection; rights and responsibilities.	Risk-Taking Behaviour
L8 Cybercrime and Dark Web Dangers	Online risks; illegal content; privacy; cybercrime; reporting and seeking support.	Online Safety / Risk-Taking Behaviour
Year 11 – Unit 1: RSHE mapping		
Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Language microaggressions and bullying	Respectful relationships; bullying and its impact; prejudice, stereotypes and protected characteristics; harmful language and behaviour	Child on Child Abuse & Healthy Relationships
L2 Brain development and parenting	Families; roles and responsibilities of parents; characteristics of successful parenting; importance of early years for brain development	Mental Health & Emotional Wellbeing

Lesson	2026 RSHE Alignment	TRA Local Priority
L3 Online dating	Positive relationships online; boundaries, consent, privacy and trust; online risks, grooming, scams and harmful behaviour	Online Safety, Substance Misuse & Risk-Taking Behaviour / Child on Child Abuse & Healthy Relationships
L4 Role of pleasure	Positive sexual relationships; consent; mutual respect; communication; sexual wellbeing and informed decision-making	Child on Child Abuse & Healthy Relationships
L5 Parenting costs and considerations	Families; parenting responsibilities; stable relationships; pregnancy and preparing for parenthood; financial considerations	Mental Health & Emotional Wellbeing
L6 Sexualisation of the media	Pornography and online content; sexualised media; stereotypes; misogyny; media influence on sexual attitudes and behaviours	Child on Child Abuse & Healthy Relationships / Online Safety, Substance Misuse & Risk-Taking Behaviour
L7 Pornographic deepfakes and non-consensual image sharing	AI-generated sexual imagery and deepfakes; image sharing; online sexual harassment/abuse; pornography; consent; sextortion and reporting	Online Safety, Substance Misuse & Risk-Taking Behaviour / Child on Child Abuse & Healthy Relationships
L8 Honour violence and killings	Forced marriage; violence and abuse; consent; coercion; FGM; harmful practices; seeking help and protection	Child on Child Abuse & Healthy Relationships
L9 Responsible public health choices	Personal responsibility for health; health protection and prevention; healthcare services; risk management; informed health choices	Online Safety, Substance Misuse & Risk-Taking Behaviour
L10 Sextortion and spotting AI	Sextortion; online scams; AI-generated content/deepfakes; identifying harmful content; online sexual abuse; reporting and support	Online Safety, Substance Misuse & Risk-Taking Behaviour

Year 11 – Unit 2: Health and Wellbeing mapping

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Compulsive unwanted fixed behaviours	Mental wellbeing; anxiety and coping strategies; recognising when something is wrong; seeking appropriate support	Mental Health & Emotional Wellbeing
L2 Criminal mob behaviour	Personal safety; managing risk and peer influence; violence; exploitation; seeking help from trusted adults	Online Safety, Substance Misuse & Risk-Taking Behaviour
L3 Fertility Reproductive Health	Fertility; reproductive health; pregnancy and preconception; contraception; accessing appropriate healthcare	Mental Health & Emotional Wellbeing

Lesson	2026 RSHE Alignment	TRA Local Priority
L4 Chatbots advice and misplaced affections	Online relationships; AI chatbots; emotional dependency; misinformation; harmful advice; privacy and online safety; seeking trusted support	Online Safety, Substance Misuse & Risk-Taking Behaviour / Mental Health & Emotional Wellbeing
L5 Neurodiversity	Equality, diversity and protected characteristics; respectful relationships; inclusion; challenging prejudice and discrimination	Child on Child Abuse & Healthy Relationships
L6 Personal Safety on the streets	Personal safety; identifying and managing risk; peer influence; violence and knife crime; grooming and exploitation; trusted adults	Online Safety, Substance Misuse & Risk-Taking Behaviour
L7 Sugar and Processed Food	Healthy eating; healthy weight; links between diet and physical health; prevention of ill-health	Mental Health & Emotional Wellbeing
L8 Suicide Prevention	Mental wellbeing; suicide prevention; recognising when someone needs help; responding safely; accessing support	Mental Health & Emotional Wellbeing
L9 Virginity Testing Hymenoplasty and Law	Consent; harmful practices; sexual health; equality and the law; FGM-related safeguarding; abuse and exploitation	Child on Child Abuse & Healthy Relationships

Year 11 – Unit 3: Living in the Wider World mapping

Lesson	2026 RSHE Alignment	TRA Local Priority
L1 Personal Safety and independent travel	Personal safety; identifying and managing risk; peer influence; violence, grooming and exploitation; seeking help	Online Safety, Substance Misuse & Risk-Taking Behaviour
L2 and L3 Extremism and Radicalisation	Extremism and radicalisation; harmful online content; manipulation and influence; recognising risk and seeking support	Online Safety, Substance Misuse & Risk-Taking Behaviour
L4 Online privacy and data protection	Online privacy; personal information; privacy and location settings; digital identity; online rights and responsibilities; reporting concerns	Online Safety, Substance Misuse & Risk-Taking Behaviour
L5 Cost of Living Crisis	Financial decision-making; managing money; financial risk; support and advice; impact of financial pressures on wellbeing	Mental Health & Emotional Wellbeing