

THE KING'S SCHOOL IN MACCLESFIELD



RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY AND PROCEDURES (SENIOR & SIXTH DIVISIONS)

This policy covers our school's approach to Relationships, Sex Education and Health Education (RSHE). It was produced by the Head of Compass and the Principal in consultation with parents, pupils, trained colleagues and governors. It should be read alongside the Infant and Junior Sex and Relationships Education Policy and the Personal, Social, and Health Education (PSHE) and Safeguarding Policies, as well as the following school policies: Behaviour; Anti-Bullying; Computing and Online Safety; Equal Opportunities; and Pastoral Care. This policy has been updated to reflect the Department for Education's statutory guidance on Relationships, Sex and Health Education (July 2025), which all schools must implement by September 2026. It is published on the school website and freely available to anyone who requests a copy.

RATIONALE AND ETHOS

We define 'relationships education' as learning about the emotional, social and physical aspects of growing up, including an understanding of the importance of stable and loving relationships, respect, love and care. We define 'sex education' as the teaching of sex, sexuality and sexual health, covering content that goes beyond what is required in the national curriculum for science.

RSHE supports the school's four overarching aims, which are to:

- challenge our pupils to aspire, work hard and achieve;
- develop lively and enquiring minds;
- foster a friendly, polite and caring community; and
- support parents in raising ambitious and well-rounded individuals.

RSHE contributes to each of these aims. RSHE at King's sits within our broader Compass (PSHE) programme and is delivered by a team of dedicated and trained teachers through regular timetabled lessons. It runs as a weekly lesson in Year 7 and fortnightly from Year 8 through to Year 13. It is supplemented by form time activities, whole-school assemblies, off-timetable days and events, visiting speakers and one-off enrichment sessions, which together build on and reinforce the curriculum.

RSHE is underpinned by our **Character for Life programme**, which runs alongside our well-established Characteristics for Learning. Together, these two frameworks shape the kind of people we want our pupils to become. The Characteristics for Life: Courage, Respect, Leadership, Service, Compassion and Gratitude describe the values we want pupils to carry into the world. The Characteristics for Learning: Resilience, Questioning, Collaboration, Reasoning, Creativity and Reflection describe how we want them to engage with their education. These learning

characteristics are also embedded in our broader learning habits across the school, ensuring that the skills pupils develop in Compass are the same skills they practise and are assessed on throughout their wider academic life

Pupils need the courage to ask difficult questions, the compassion to understand others' experiences, the resilience to navigate complex situations, and the reasoning to make well-informed decisions. RSHE is therefore not a standalone subject but a natural part of the broader character education that runs through everything we do at King's.

Through Compass, pupils are challenged to think carefully about themselves and their relationships; they develop enquiring and reflective minds; they grow as considerate and responsible members of the school community; and they are better equipped to make thoughtful, well-informed choices as they move into adult life.

Pupils learn about the significance and value of a variety of different family structures, with an emphasis on stability, respect, care and support. They are encouraged to reflect on different points of view whilst respecting themselves and others, and to challenge prejudice in all its forms.

Relationship and sex education will contribute to the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life. This is in line with our school's aim to 'foster a friendly, polite and caring community'.

Providing high-quality RSHE is also a recognition of pupils' own right to this education: the United Nations Convention on the Rights of the Child affirms that children have the right to access information and education that supports their health, wellbeing and development.

In planning and delivering RSHE, we are guided by the principles set out in the 2025 statutory guidance. We aim for our programme to be:

- Engaging for pupils: we involve pupils meaningfully in shaping the curriculum to make sure it is relevant to their lives and meets their needs.
- Transparent with parents: we share information about what is taught proactively, and all teaching materials are available to parents on request. We will also be sending a termly newsletter as well working closely with the library to provide parents with additional reading materials to support conversations at home.
- Positive in tone: we focus on building knowledge, skills and healthy attitudes, and we avoid language that could normalise harmful behaviour. Teaching is factual, evidence-based and in line with the law. Teachers present information in a balanced way and do not promote particular viewpoints as fact. (DfE 2025 statutory guidance, Guiding principle c: Positivity)
- Carefully sequenced: teaching is planned so that pupils have the knowledge and skills they need before they encounter new situations, building progressively across year groups.
- Relevant and responsive: content is reviewed regularly and adapted to reflect the needs of our pupils, our community and new issues as they arise.
- Delivered with skill: lessons are participative and interactive, taught by trained staff in a safe and supportive environment.
- Part of a whole-school approach: RSHE is embedded in our Compass programme, reinforces our Characteristics for Life and Characteristics for Learning, and is supported by our safeguarding policy and behaviour policy. RSHE is covered across relevant topics areas in other subjects and forms part of the regular PSHE content in form time and assemblies.

CONTEXT

We view the partnership of home and school as vital in providing the context for what pupils learn about relationships and sex, in keeping with the school's aim to support parents in raising their children.

As pupils mature, we aim to build their confidence and self-esteem, equipping them with the knowledge and understanding they need to make appropriate choices. We use relationship education as a means to help pupils understand and respect themselves and others, rather than to endorse any particular form of sexual orientation or sexual activity. Research consistently shows that high-quality RSHE of this kind supports young people to delay early sexual activity, by giving them the confidence and skills to make informed, considered decisions about their own lives.

We ensure that RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by differentiating lessons and consulting the SENCO where needed. This includes providing adapted materials, offering pre-teaching or additional support where appropriate, and working in collaboration with SEND specialists to ensure content is accessible and relevant for all learners. (DfE 2025 statutory guidance, p37, Pupils with special educational needs and disabilities) We are mindful that pupils with SEND can be more vulnerable to harmful sexual behaviour, sexual abuse and exploitation, and we recognise that RSHE has a particularly important protective role for these pupils.

We ensure RSHE supports gender equality and LGBT+ equality by creating a safe and open forum for discussion, while remaining sensitive to the range of social, moral and religious views within our community. Teaching related to sexual orientation and gender reassignment is delivered clearly, sensitively and respectfully, in line with the statutory guidance. Where topics are subject to public or professional debate, teaching focuses on established facts and legal frameworks, and teachers do not present contested views as fact. (DfE 2025 statutory guidance, p37, Lesbian, Gay, Bisexual and Transgender content) In all aspects of our RSHE provision, we comply with the requirements of the Equality Act 2010 and the Public Sector Equality Duty.

ROLES AND RESPONSIBILITIES

The RSHE programme is led by the Head of Compass. It is taught by qualified teachers and supported by the Principals and Deputy Head (Academic). Responsibility for the RSHE policy ultimately lies with the governing body.

A working party made up of the Head of Compass, a governor and the Senior Principal develops and reviews the RSHE policy. This is done in consultation with parents, colleagues and pupils.

The Heads of Compass across the Infant and Junior Divisions and the Senior and Sixth Form Divisions meet regularly to ensure a joined-up approach to RSHE and PSHE across the school. This includes dedicated discussion of transition points, particularly between Year 6 and Year 7, so that pupils move into secondary education with continuity in their learning and without unnecessary repetition or gaps in provision.

All staff who teach RSHE receive appropriate training to support safe and effective delivery. This includes access to CPD provided by the PSHE Association and other accredited organisations, as well as whole-staff CPD through development days where appropriate. Staff are trained in safeguarding and in responding to pupils with care, and they are aware that RSHE lessons can sometimes prompt disclosures.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

We are required to teach relationships and sex education in accordance with the Department for Education's statutory guidance on Relationships, Sex and Health Education (July 2025), which updates and replaces the 2019 guidance. The legal basis for these requirements is the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. All schools must implement the updated guidance by September 2026. The school also recognises its broader statutory duties: under the Children Act 2004, schools must promote the wellbeing of their pupils; and under the Education Act 2011, schools must prepare pupils for the opportunities, responsibilities and experiences of adult life.

Parents retain the right to withdraw their child from aspects of sex education that are not part of the statutory Science curriculum. It is important to note that Relationships Education and Health Education are statutory, and parents do not have the right to withdraw from these. Sex Education that goes beyond the national curriculum for Science is non-statutory, and it is only from this content that parents may request withdrawal. From three terms before a pupil turns 16, the pupil may choose to opt back into sex education even where a parent has previously requested withdrawal. Further detail on how withdrawal requests are handled is set out in the Engaging Stakeholders section of this policy.

CURRICULUM DESIGN

Our RSHE programme is an integral part of our whole-school PSHE provision, delivered through Compass and aligned with our Character for Life programme. The programme follows an adapted version of the PSHE Association's Curriculum Model for secondary schools (2026 edition), which provides a structured, spiral framework across KS3 and KS4. We have tailored this model to reflect the specific needs and circumstances of our pupils and community. A full overview of curriculum content by year group is provided in Appendix A.

Our RSHE programme is designed to:

- teach pupils the importance of building positive, kind and respectful relationships of all kinds, online and offline;
- enable pupils to learn about their responsibilities to others and understand the consequences of sexual activity;
- make pupils aware of the importance of consent, and that behaving ethically in relationships requires more than consent alone and also involves kindness, care and genuine attention to the needs of others;
- inform pupils of the law relating to consent and other relevant legislation;
- equip pupils to recognise and critically question misogyny, incel culture and other online influences that can harm attitudes towards women, girls and young men;
- address the harmful nature of pornography, including how it can create unrealistic and damaging expectations of relationships and sexual behaviour;
- develop pupils' understanding of AI and digital literacy, including how to identify and respond to AI-generated content and deepfake images;
- make pupils aware of different sexual orientations and help to remove prejudice;
- teach pupils to recognise and avoid exploitation, abuse, grooming and financial harm, including scams, fraud and sextortion;
- inform pupils about contraception, safer sex and the full range of sexual health advice, support services and healthcare available to them;

- support pupils' understanding of menstrual and gynaecological health, including conditions such as endometriosis and PCOS, and the menopause;
- address personal safety in a range of contexts, including around roads, railways and water, and cover conflict resolution and knife crime where appropriate; and
- encourage pupils to have respect for their own bodies and to feel empathy for others.

RSHE is delivered through a range of participative teaching methods and interactive activities, including pair work, the use of high-quality documentaries and regularly reviewed resources to promote discussion and expose pupils to a range of perspectives. Lessons are differentiated to meet the needs of all pupils, including those with SEND, and planning incorporates opportunities for extension and challenge for more able pupils through differentiated questioning, role-play and discussion of more complex scenarios. Learning through Compass complements and connects with related subjects across the school, including Religion and Philosophy, English, Modern Foreign Languages, Geography, Psychology and Science. It also reinforces our Characteristics for Life and Characteristics for Learning, which pupils are developing across all areas of school life. Where topics overlap with other curriculum areas, this is made visible to pupils and staff. Reading lessons in English are linked to relevant Compass topics and labelled accordingly. In Biology, History, Geography and other subjects, where classroom discussions connect with Compass themes, staff identify this with a shared Compass label, helping pupils make connections across their learning. This cross-curricular approach reinforces the whole-school nature of RSHE and personal development.

Assessment in RSHE uses formative techniques including mini-whiteboards, short quizzes and exit cards. Pupils also complete termly tasks using a RECALL, RESPOND, REFER framework to track their progress in knowledge, skills and character development. A lesson-by-lesson overview of the programme is available through the Parent Portal.

SAFE AND EFFECTIVE PRACTICE

We establish a safe learning environment in every Compass lesson through a set of ground rules, which are read out and revisited at the start of each session. These rules were written by pupils through the school council:

- Everyone has the right to be heard and respected
- We will use language that will not offend, stereotype or upset anyone
- We will use the correct terms, and if we do not know them, we will ask first
- We will comment on what was said, not on the person who said it
- We will not share our own, or our friends', personal experiences, but will use hypothetical or fictitious examples to discuss ideas
- We will not put anyone on the spot and we have the right to pass
- We will not judge or make assumptions about anyone

Teachers also agree additional ground rules with pupils at the start of the year. In all RSHE teaching, staff use correct anatomical and scientific terminology for body parts and functions. This is in line with the statutory guidance and reflects best safeguarding practice: pupils who know and can use the correct vocabulary are better equipped to communicate clearly if they need to disclose a concern or seek help. Using accurate language also reduces stigma and supports a confident, matter-of-fact approach to sensitive topics. Distancing techniques are used regularly to help manage sensitive topics and to ensure that pupils can engage with challenging content without feeling personally exposed.

Pupils can raise questions anonymously by writing on a slip of paper at the start of the lesson, or through the online question box that is shared by the pastoral team. This ensures that all pupils can participate fully in the programme, regardless of their personal circumstances or confidence levels.

Where a pupil's question goes beyond the sex education covered by the school, or relates to content from which they have been withdrawn, teachers will respond with care. They will signpost pupils to speak with their parents, a trusted adult or an appropriate support service. We recognise that questions which go unanswered can lead pupils to seek information from unreliable or inappropriate sources online. Where a pupil has been withdrawn from sex education and asks a question relating to that content, the teacher will acknowledge the question without answering it in class, and will follow up privately with the pupil to signpost them to their parents or a trusted adult.

Pupils who need advice or support know they can speak to:

- their Compass teacher or another teacher they trust
- their Form Tutor
- their Head of Year
- the Designated Safeguarding Lead (the school nurse or their Principal or Deputy Head)
- Childline: 0800 1111 or www.childline.org.uk

Staff teach RSHE sensitively and offer appropriate support. Pupils understand that what they share in confidence may need to be passed on if there are concerns about their safety or the safety of others. All staff who deliver RSHE are supported by training resources and CPD opportunities, and the school will ensure that staff receive updated training ahead of the full implementation of the 2025 statutory guidance.

SAFEGUARDING

Teachers understand that effective RSHE, in helping pupils to recognise what is and is not appropriate in a relationship, can sometimes prompt a disclosure of a child protection concern. When this happens, teachers follow the school's safeguarding procedure and consult the Designated Safeguarding Lead or their deputy. The RSHE policy is read alongside and informed by the school's Safeguarding Policy and Behaviour Policy, as well as the statutory guidance Keeping Children Safe in Education.

All staff know what to do if they are concerned about a pupil, including where a pupil has witnessed or experienced domestic abuse. Staff are aware of mandatory reporting duties, including in relation to female genital mutilation, and know that virginity testing and hymenoplasty are illegal.

Visitors and external agencies who contribute to the delivery of RSHE are required to read our Safeguarding, Compass and RSHE policies before they work with pupils. External providers currently used include It Happens Education, Cheshire Police, Brook, 2020Dreams and Change Grow Live. We agree with visitors in advance how any safeguarding concern arising during their session will be handled. All materials used by external providers are available to parents on request. Pupils are not offered assurances of confidentiality that could compromise their safety or wellbeing.

ENGAGING STAKEHOLDERS

The school recognises that parents and carers play a central role in their children's relationships and sex education. Building a positive and trusting relationship with families is a priority for us, and we work to ensure that parents feel informed, involved and supported.

Parents are kept informed about the RSHE policy through the Parent Portal and the termly parental bulletin. Parents are consulted whenever this policy is developed or reviewed. The long-term plan for the year is published on the school website and the Parent Portal, along with a representative sample of the resources used. Parents who wish to view any curriculum materials used to teach RSHE can request these through the Head of Compass. Where we work with external providers, we do not agree to any restrictions on sharing materials with parents. Any contractual clause that seeks to prevent this is void and unenforceable, as parents have a right to know what their children are being taught.

We hold parental information sessions and invite parents to view the materials and resources used in lessons. We also run parent workshops on specific RSHE themes, giving families the opportunity to understand what is being taught and to discuss how to support conversations at home. The termly Compass newsletter keeps families updated on topics covered, signposts useful further information and resources, and shares details of upcoming events and sessions. A parallel student newsletter is distributed to pupils each term, keeping them informed about what is coming up in Compass, offering them signposting links and inviting them to get involved in shaping the programme. The Head of Compass conducts an annual survey of parents and attends the Year 7 and Year 10 welcome evenings to introduce the Compass programme and explain parents' rights in relation to RSHE. Student voice is gathered through regular pupil surveys, the school council and form-time feedback, and is used to review and adapt the programme throughout the year.

Right to Withdraw from Sex Education

Parents in the Senior Division have the right to withdraw their child from sex education that falls outside the statutory Science curriculum. This right does not extend to Relationships Education, Health Education or the biological content taught in Science lessons. In practice, requests to withdraw are rare. Most parents recognise the value of RSHE and work in partnership with the school to support it. Parents who have concerns are always encouraged to speak with the Head of Compass first, as a conversation about the content and purpose of the curriculum often resolves concerns without withdrawal being necessary.

Before acting on any withdrawal request, the Principal or Head of Compass will meet with the parent, and with the pupil if appropriate, to talk through the reasons for the request and to explain what the curriculum covers and why. The conversation will include the benefits of sex education and the potential impact on the pupil of being withdrawn, including any social or emotional effects. In secondary schools, the head teacher may decline a withdrawal request in exceptional circumstances, and only where there is a clear safeguarding rationale or specific vulnerability relating to the pupil. This power should be used rarely and with care. (DfE 2025 statutory guidance, p6, paragraph 18) A record of all withdrawal decisions and discussions will be kept.

From three terms before a pupil turns 16, they have the right to opt back into sex education, even where their parent has previously requested withdrawal. The school will make sure pupils are aware of this right. Any pupil who is withdrawn from sex education will receive purposeful education in the time they are away from the lesson. The school will review withdrawal arrangements with the parent at the start of each academic year, or sooner if the curriculum changes significantly, to ensure the decision continues to reflect the wishes and best interests of the pupil.

Governors are kept informed of the RSHE policy and curriculum through consultation and regular meetings. Governors will monitor the school's compliance with the statutory guidance, review parent engagement and any complaints received in relation to RSHE, and receive regular safeguarding-linked RSHE reports from the Head of Compass. (DfE 2025 statutory guidance, p34, Governors and Trustees) Pupil voice and staff feedback are used to review and refine the RSHE programme on an ongoing basis. Any concerns or complaints about the RSHE programme should be

raised in the first instance with the Head of Compass. If the matter is not resolved, it should be referred through the school's standard complaints procedure.

MONITORING REPORTING AND EVALUATION

The Head of Compass monitors and evaluates RSHE provision through regular lesson reviews and learning walks, and reports to governors on the quality and coverage of the programme. Teachers are encouraged to improve and adapt resources based on their experience and are asked to complete feedback forms to help identify lessons that would benefit from further development.

The contribution of visitors and external agencies is evaluated by the Head of Compass, who checks that all materials are accurate, age-appropriate and free from bias. Pupil voice, gathered through confidence checkers, surveys and the school council, shapes how the programme is planned and adapted over time. Pupils' progress is also tracked through termly RECALL, RESPOND, REFER tasks.

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Approved: Governing Body

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Next Review: June 2027

APPENDIX A: CURRICULUM OVERVIEW BY YEAR GROUP

The table below sets out the RSHE and PSHE topics covered in each year group through the Compass programme. This is based on the PSHE Association's Curriculum Model for secondary schools (2026 edition), which provides a spiral, sequenced framework across KS3 and KS4. King's has adapted this model to reflect the needs of our pupils and community and to incorporate our Characteristics for Life and Characteristics for Learning. The topics listed are not exhaustive; a lesson-by-lesson overview is available through the Parent Portal.

Statutory RSHE content is included throughout. Some units combine Relationships Education and Sex Education in order to provide the most meaningful learning experience. Where content constitutes Sex Education, parents have the right to request withdrawal. Please refer to the Legislation and Engaging Stakeholders sections of this policy for further detail.

Topics in the table below may be delivered through timetabled Compass lessons, form time, assemblies or via cross-curricular links with other subjects. Items marked [NEW: item description added per 2025 statutory guidance] indicate content added to reflect the requirements of the DfE's updated statutory guidance (July 2025).

Science (Statutory Requirements)

Key Stage 3

- The human reproductive cycle: adolescence, fertilisation and foetal development in the uterus
- The physical and emotional changes that take place during adolescence
- The menstrual cycle
- Conception, growth, development, behaviour and how health can be affected by diet, drugs and disease
- The effects of bacteria and viruses, such as those associated with sexually transmitted infections

Key Stage 4

- Hormone control, including the regulation and promotion of fertility
- Medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans

Compass Programme: Year Group Overview

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
Year 7	Emotional wellbeing: managing change and transition	Transitioning to secondary school; setting goals; managing emotions, reactions and stress; developing positive thinking habits; managing rumination and worry	<i>Emotional wellbeing: managing change and transition (Autumn)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
	Friendship and bullying	Healthy and unhealthy friendships; recognising and responding to bullying; coercive friendships; peer influence	<i>Friendship and bullying (Autumn)</i>
	Families and changing relationships	Families, love and marriage (including civil partnership); roles within the family; managing change, loss and grief; family courts	<i>Families and changing relationships (Spring)</i>
	Puberty and keeping safe	Puberty and emotional changes; adolescent brain development; menstrual wellbeing; testicular and vulval health; recognising and reporting abuse; FGM awareness; making disclosures [NEW: brain development added per 2025 statutory guidance]	<i>Puberty and keeping safe (Spring)</i>
	Influences on relationships	Healthy and unhealthy relationships; managing conflict; introduction to consent; media and online influences on relationships	<i>Influences on relationships (Summer)</i>
	Financial decisions	Financial literacy; spending decisions; budgeting; the impact of inflation; being a critical consumer	<i>Financial decisions (Summer) - Economic Wellbeing</i>
Year 8	Health and wellbeing	Healthy food choices; dental health; physical activity; sleep habits; climate change and wellbeing; HPV vaccination [NEW: personal hygiene; bacteria and viruses and how they spread; the importance of antibiotics and antimicrobial resistance, per DfE 2025 p30]	<i>Health and wellbeing (Autumn)</i>
	Personal safety and managing risk	Fire and firework safety; road safety; water safety; basic first aid including CPR [NEW: the purpose of defibrillators, when one might be needed and who can use them, per DfE 2025 p31]; drugs, tobacco, nicotine and alcohol	<i>Personal safety and managing risk (Autumn)</i>
	Belonging and community	Identity and community; bias and stereotypes; discrimination and the protected characteristics; disability and the Equality Act 2010; autism and learning disabilities; building diverse and supportive communities	<i>Belonging and community (Spring)</i>
	The online world	Online safety; how behaviour can be manipulated through algorithms and targeted	<i>The online world (Spring)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
		content; how social media can escalate conflicts and how to seek help; online financial harms; AI literacy and deepfakes [NEW: social media conflict escalation added per 2025 statutory guidance]	
	Healthy and unhealthy relationships	Relationship values and influences; sexual orientation and gender identity; gender equality, stereotypes and misogyny; sexual harassment and harmful sexual behaviour; sharing intimate images; consent; preventing gender-based violence	<i>Healthy and unhealthy relationships (Summer)</i>
	Managing money	Bank accounts; saving and borrowing; managing debt; anti-fraud education	<i>Managing money (Summer) - Economic Wellbeing</i>
Year 9	Mental health and wellbeing	Managing strong emotions, distractions, disappointments and setbacks; healthy and unhealthy coping strategies; body modifications and self-expression	<i>Mental health and wellbeing (Autumn)</i>
	Careers and future choices	Exploring career interests; different work patterns and settings; managing pressure; preparing for KS4 option choices; managing online presence and reputation	<i>Careers and future choices (Autumn) - Economic Wellbeing</i>
	Drug education	Vaping; exploring attitudes towards drugs; the law and managing risk; alcohol and cannabis; managing influence and pressure; the relationship between substance use and poor mental health, including that stopping smoking can improve mental health [NEW: drugs/mental health link added per 2025 statutory guidance]	<i>Drug education (Spring)</i>
	Managing risk in relation to the law	Serious and organised crime; cybercrime; knife crime and conflict resolution; personal safety in public spaces; county lines and grooming; developing key social and emotional skills to increase safety from violence, including self-awareness, self-management and responsible decision-making [NEW: social and emotional skills for	<i>Managing risk in relation to the law (Spring)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
		safety from violence added per 2025 statutory guidance]	
	Intimate sexual relationships	Consent revisited: avoiding assumptions, freedom and capacity to consent; relationship values; contraception; sexual health; managing the end of relationships	<i>Intimate sexual relationships (Summer)</i>
	Navigating online harms	Online sexual imagery, sexting and the law; keeping or forwarding indecent images of under-18s is a crime even if AI-generated, and pupils will not be in trouble for asking for help; deepfakes: how they are made and the harm they cause; incel culture, online influencers and misogyny; thinking critically about harmful narratives [NEW: AI-generated images clarification added per 2025 statutory guidance]	<i>Navigating online harms (Summer)</i>
Year 10	Independence, health choices and wellbeing	Making informed health choices; menstrual wellbeing; testicular and breast health; blood, organ and stem cell donation (including the science of donation); physical activity and healthy eating; risks of unhealthy weight gain including increased risk of cancer, type 2 diabetes and cardiovascular disease; the impact of alcohol on diet [NEW: unhealthy weight gain risks and alcohol/diet link added per 2025 statutory guidance]	<i>Independence, health choices and wellbeing (Autumn)</i>
	Navigating the online world	AI literacy: how generative AI works and its limitations; deepfakes: the harm they cause and how to respond; sharing images and the law; online safety	<i>Navigating the online world (Autumn)</i>
	Friendship, diversity and challenging extremism	Recognising and challenging bullying; valuing diversity; understanding and preventing extremism; how people are drawn into extremist groups	<i>Friendship, diversity and challenging extremism (Spring)</i>
	Managing influence	Evaluating online content critically; how misogynistic narratives spread and the harm they cause; challenging harmful beliefs safely; gambling and its serious mental health harms including anxiety, depression and suicide; risks of online gambling and gambling-like content within gaming	<i>Managing influence (Spring)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
		including accumulation of debt; online financial harms; sextortion and how criminals use fake websites and emails to extort money [NEW: gambling mental health harms, online gaming risks and scams added per 2025 statutory guidance]	
	Exploring consent and recognising abuse	The role of intimacy and pleasure; the impact of pornography on attitudes and behaviour [NEW: that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive, per DfE 2025 p19]; pressure, persuasion and coercion; how inequalities of power impact behaviour within relationships; strangulation and suffocation as criminal offences regardless of injury; fixated, obsessive and repeated behaviours including stalking and their criminal consequences; FGM, forced marriage, virginity testing and hymenoplasty (all illegal); reporting abuse; domestic abuse and coercive control [NEW: power inequalities, strangulation, stalking, virginity testing and hymenoplasty added per 2025 statutory guidance]	<i>Exploring consent and recognising abuse (Summer)</i>
	Study, work and careers	Career preferences; navigating the careers landscape; planning a career path; preparing for and reflecting on work experience	<i>Study, work and careers (Summer) - Economic Wellbeing</i>
Year 11	Life-long wellbeing	Mental health and wellbeing across the lifespan; managing distractions and stress; developing healthier thinking habits; knowing when and how to seek help; the serious risks of viewing content online that promotes self-harm, suicide or violence and how to safely report this material and access support; managing change, loss and grief; the importance of sleep [NEW: harmful online content and support added per 2025 statutory guidance]	<i>Life-long wellbeing (Autumn)</i>
	Drugs and personal safety	Assessing risk; managing influence; getting help with substance use; how to increase personal safety while drinking alcohol, including how to reduce the risk of having a	<i>Drugs and personal safety (Autumn)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
		drink spiked [NEW: the dangers of misuse of prescribed and over-the-counter medicines, per DfE 2025 p29]; how alcohol and drugs can lead people to take risks in their sexual behaviour; gang involvement and its consequences; preventing conflict and violence; looking out for others [NEW: drink spiking safety and drugs/sexual risk added per 2025 statutory guidance]	
	Safe relationships and sexual health	Healthy and unhealthy relationship behaviours; power and control; setting and maintaining boundaries; managing conflict and the end of relationships; contraception and sexual health choices; STIs and prevention including the HIV prevention drugs PrEP and PEP and the role of stigma in HIV; Gillick competence, the legal age of medical consent and when someone over 16 may lack capacity; growing up LGBT today (Diverse Britain workshop) [NEW: PrEP/PEP, HIV stigma and Gillick competence added per 2025 statutory guidance]	<i>Safe relationships and sexual health (Spring)</i>
	Families, fertility and pregnancy	Long-term commitments; the legal status of marriage and civil partnership; the myth of common-law marriage and that cohabitants do not acquire marriage-like rights; the roles and responsibilities of parents including characteristics of successful parenting and the importance of early years brain development; fertility and routes to parenthood; pre-conception health including the importance of folic acid; pelvic floor health; menstrual and gynaecological health, including endometriosis and PCOS; pregnancy outcomes and choices; miscarriage and pregnancy loss and how to access care and support; how to navigate healthcare services [NEW: including how to self-care for minor ailments and the role of pharmacists as knowledgeable healthcare professionals, per DfE 2025 p30] [NEW: common-law marriage myth, parenting detail, pre-conception health and pelvic floor added per 2025 statutory guidance]	<i>Families, fertility and pregnancy (Spring)</i>

Year	Unit / Theme	Topics Covered (King's Compass)	PSHE Association Model Alignment
Year 12	Online financial harms	Making money online; the risks of online spending; financial exploitation; money laundering and social engineering; anti-fraud education; sextortion	<i>Online financial harms (Summer)</i>
	Sixth Form RSHE and wellbeing	STIs and contraception; consent and healthy emotional relationships; the risks of drugs and alcohol in relation to sexual behaviour; respecting themselves and others. Note: RSHE is not a statutory requirement post-16. This provision is offered as non-statutory but recommended enrichment.	<i>Builds on KS4 content</i>
	Sixth Form RSHE and wellbeing	Pornography and its influence on attitudes; relationship abuse; menopause and reproductive health; recap of RSHE topics as identified by the teacher, form tutor or head of year; ongoing development of Characteristics for Life and Characteristics for Learning. Note: RSHE is not a statutory requirement post-16. This provision is offered as non-statutory but recommended enrichment.	<i>Builds on KS4 content</i>

The King's Compass programme covers all statutory RSHE content required by the DfE 2025 guidance. Economic Wellbeing and Careers units are non-statutory PSHE content, shown here for completeness. The PSHE Association Curriculum Model alignment column indicates the equivalent unit from the Association's 2026 secondary model.