

Ormiston Academies Trust

Ormiston Sir Stanley Matthews Academy

Relationship and sex education (RSE) and health education policy (secondary)

Policy version control

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1. Policy statement and principles

Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance
- DfE 'Science, PE, Computing, Citizenship programmes of study: key stage 3'
- DfE 'Science, PE, Computing, Citizenship programmes of study: key stage 4'
- Keeping Children Safe in Education 2025

Policy aims and principles

1.2. The Sex Education Forum defines Relationships and Sex Education (RSE) as:

- Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

1.3. We have defined Health Education as:

- Learning about mental and physical aspects of health, including developmental changes, personal hygiene and self-care, legal and illegal drugs, emotional wellbeing and basic first aid. It should support children and young people in understanding how external influences may affect their decisions, and in turn the potential effects of such decisions on their health.

1.4. Our vision is that, by the time they leave our academy, our pupils will be able to make informed decisions with regard to their own physical, mental and sexual health and wellbeing, whilst having regard for the wellbeing and rights of others. Our pupils will not only survive in their lives after formal education but thrive.

1.5. Our academy is committed to Relationships and Sex Education and Health Education which:

- 1.5.1. Is an identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 1.5.2. Is taught by staff regularly trained in RSE, Health Education and wider PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 1.5.3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 1.5.4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills

- 1.5.5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 1.5.6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 1.5.7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 1.5.8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, sex and health, and nurtures respect for different views
- 1.5.9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 1.5.10. Fosters gender equality and LGBT (lesbian, gay, bisexual, transgender) equality and challenges all forms of discrimination in lessons and every-day school life
- 1.5.11. Meets the needs of all pupils with their diverse experiences, including those with special educational needs and disabilities
- 1.5.12. Seeks pupils' views about RSE and Health Education, so teaching can be made relevant to their real lives and assessed and adapted as their needs change
- 1.5.13. This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

Complaints

- 1.6. All complaints are dealt with under the OAT Complaints Policy.
- 1.7. Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

Monitoring and review

- 1.8. This policy will be reviewed annually or in the following circumstances:
 - changes in legislation and / or government guidance
 - as a result of any other significant change or event
 - in the event that the policy is determined not to be effective
- 1.9. This policy will be reviewed by the principal in conjunction with the PSHE coordinator on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the principal.

- 1.10. Any changes to the policy will be clearly communicated to all members of staff involved in the RSE and Health Education programme.

2. Organisation of the programme

- 2.1. RSE and Health Education are coordinated by the PSHE Lead, who is responsible for the overall planning, implementation and review of the programme.
- 2.2. RSE and Health Education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.
- 2.3. The majority of the programme will be supported by the delivery of the national curriculum in Citizenship, Science, Physical Education and Computing. Pupils can be taught in mixed ability, mixed gender or single sex groupings.
- 2.4. External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- 2.5. Relationships and Sex Education and Health Education form part of the curriculum in every year group. Our programmes of study by year group / key stage are available to view on the academy website.
- 2.6. In RSE we teach pupils about:

Families

- 2.7. Pupils should know:
 - 2.7.1. that there are different types of committed, stable relationships.
 - 2.7.2. how these relationships might contribute to human happiness and their importance for bringing up children.
 - 2.7.3. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
 - 2.7.4. why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - 2.7.5. the characteristics and legal status of other types of long-term relationships.
 - 2.7.6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

- 2.7.7. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- 2.8. Pupils should know:
- 2.8.1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
 - 2.8.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - 2.8.3. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might pressurise non-consensual behaviour or encourage prejudice).
 - 2.8.4. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
 - 2.8.5. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
 - 2.8.6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
 - 2.8.7. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - 2.8.8. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- 2.9. Pupils should know:
- 2.9.1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
 - 2.9.2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
 - 2.9.3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

- 2.9.4. what to do and where to get support to report material or manage issues online.
- 2.9.5. the impact of viewing harmful content.
- 2.9.6. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- 2.9.7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- 2.9.8. how information and data is generated, collected, shared and used online.

Being safe

- 2.10. Pupils should know:
 - 2.10.1. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
 - 2.10.2. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate sexual relationships, including sexual health:

- 2.11. Pupils should know:
 - 2.11.1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
 - 2.11.2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
 - 2.11.3. the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
 - 2.11.4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
 - 2.11.5. that they have a choice to delay sex or to enjoy intimacy without sex.
 - 2.11.6. the facts about the full range of contraceptive choices, efficacy and options available.
 - 2.11.7. the facts around pregnancy including miscarriage.

- 2.11.8. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- 2.11.9. how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- 2.11.10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- 2.11.11. how the use of alcohol and drugs can lead to risky sexual behaviour.
- 2.11.12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- 2.12. In Health Education we teach pupils about:

Mental wellbeing

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

Internet safety and harms

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

Physical health and fitness

- 2.15. Pupils should know:
- 2.15.1. the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
 - 2.15.2. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
 - 2.15.3. about the science relating to blood, organ and stem cell donation.

Healthy eating

- 2.16. Pupils should know:
- 2.16.1. how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

- 2.17. Pupils should know:
- 2.17.1. the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
 - 2.17.2. the law relating to the supply and possession of illegal substances.
 - 2.17.3. the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
 - 2.17.4. the physical and psychological consequences of addiction, including alcohol dependency.
 - 2.17.5. awareness of the dangers of drugs which are prescribed but still present serious health risks.
 - 2.17.6. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

- 2.18. Pupils should know:
- 2.18.1. about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
 - 2.18.2. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
 - 2.18.3. (late secondary) the benefits of regular self-examination and screening.

- 2.18.4. the facts and science relating to immunisation and vaccination.
- 2.18.5. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

- 2.19. Pupils should know:
 - 2.19.1. basic treatment for common injuries.
 - 2.19.2. life-saving skills, including how to administer CPR
 - 2.19.3. the purpose of defibrillators and when one might be needed.

Changing adolescent body

- 2.20. Pupils should know:
 - 2.20.1. key facts about puberty, the changing adolescent body and menstrual wellbeing.
 - 2.20.2. the main changes which take place in males and females, and the implications for emotional and physical health.

Training of staff

- 2.21. All staff members at the academy will undergo training on a timely basis to ensure they are up-to-date with the Relationship and Sex Education and Health Education programme.
- 2.22. Training of staff will also be scheduled around any updated guidance on the programme and any new developments in content.
- 2.23. The academy will ensure that teachers receive training on the best practice principles as outlined by the PSHE Association on creating a safe learning environment. To include:
 - Setting ground rules
 - Distancing the learning
 - The safe handling of questions
 - The protection of vulnerable learners
 - Signposting for further help and support
- 2.24. The academy may use National College training materials, RSHE resources published by the DfE and/or on-demand CPD from OAT to train staff members in the teaching of PSHE.

3. The preventative PSHE curriculum

Safeguarding, reports of abuse and confidentiality

- 3.1. At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 3.2. We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.
- 3.3. Responding to such disclosures in a timely manner is essential for safeguarding children. The PSHE Lead will identify, and share with other teaching staff, a shortlist of lessons involving particularly sensitive content which may subsequently result in a pupil making a disclosure. After these lessons, staff will review pupils' written work for potential disclosures; any identified disclosures will be reported to the Designated Safeguarding Lead (or deputy) according to academy procedures. This review of pupils' written work is separate from the marking and provision of feedback about pupils' work, which is outlined in the academy's marking policy.
- 3.4. All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- 3.5. When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Addressing sexual violence and sexual harassment in the PSHE curriculum

- 3.6. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of 'it could happen here.'
- 3.7. Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.

- 3.8. Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. It is delivered in regularly timetabled lessons and reinforced through the whole curriculum. We have planned our programme with a spiral approach to meet the needs of our pupils, considering their age and stage of development. Our schemes of learning build on prior knowledge with the importance of healthy relationships developed during the earlier years, and a focus on specific aspects, such as teen relationship violence, sexual exploitation, and coercion – at an appropriate stage. Our preventative PSHE education curriculum specifically includes:
- The points related to the ‘Being Safe’ element of DfE Statutory RSHE (see point 2.10 of this policy)
 - Teaching about healthy and respectful relationships
 - Teaching about what respectful behaviour looks like
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem
 - Teaching about the features of unhealthy and coercive relationships, including how to recognize an abusive relationship, including coercive and controlling behaviour
 - Teaching about the features of sexual harassment
 - The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and honour-based abuse such as forced marriage and FGM, and how to access support
 - Teaching about the risks associated with sharing sexual images and the potential impacts of viewing pornography
 - That sexual violence and sexual harassment is always unacceptable; and how the law defines them
 - When, why, and how to report abuse and access appropriate support.
- 3.9. We ensure that our academy DSL and pastoral team have oversight of the PSHE education curriculum and understand when these topics are taught, so they are prepared to support pupils who disclose or are affected by the issues raised.

4. Parental involvement

- 4.1. We understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- 4.2. The content of the programme provides pupils with factual content, in line with our vision as referenced in section 1.3. Pupils will be encouraged to share their views, and to recognise and appreciate views which may differ from their own. Teachers may share their own views or beliefs where it is appropriate and relevant to the lesson content; in such instances, teachers will clarify such comments as being of their own opinion and not fact. Teachers will also ensure that they abide by relevant professional and impartiality guidelines in making such contributions.
- 4.3. Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.

- 4.4. We respect the legal right of parents/carers to withdraw their child from all or part of the Sex Education component of the RSHE programme, except for statutory elements included within the national curriculum for Citizenship, PE, Computing and Science.
 - 4.4.1. Parents will not be able to withdraw their child from Relationships Education and/or Health Education content. For clarity, the lesson content which is specifically deemed as Sex Education content, and therefore from which a child may be withdrawn, is: “Exploring a choice to delay sex or to enjoy intimacy without sex” (Year 10, Spring 2, lesson 2). “Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)” (Year 10, Summer 1, lesson 2).
 - 4.4.2. If a parent wishes their child to be withdrawn from any or all of the lesson content listed in section 4.4.1, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the PSHE Lead.
 - 4.4.3. In accordance with the Relationships Education, Relationships and Sex Education and Health Education statutory guidance, a pupil who has been withdrawn from Sex Education content will have the right to opt into Sex Education content from their 15th birthday (specifically, three academic terms before turning 16).
- 4.5. Before granting any such request the PSHE Lead will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.
- 4.6. During this discussion the PSHE Lead will discuss with parents 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.
- 4.7. Once those discussions have taken place, except in exceptional circumstances, we will respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.
- 4.8. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the PSHE Lead may want to take a pupil’s specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.
- 4.9. The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If, after meeting with the academy to discuss their concerns, a parent withdraws their child from topics which are not included in the statutory national curriculum, Relationships Education curriculum or Health Education curriculum, then the academy will make alternative arrangements for the pupil.

- 4.10. A list of the statutory topics included in the national curriculum at the different key stages, can be found in **Appendix 1**.

5. Equal opportunities

- 5.1. We understand and abide by the Equality Act 2010 and fully respect the rights of pupils and staff members.
- 5.2. Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
- 5.3. We are dedicated to delivering the RSE and Health Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 5.4. We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all pupils.
- 5.5. Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that pupils treat each other well and go on to be respectful and kind adults.
- 5.6. Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff, who will then follow the appropriate Behaviour Policy when the pupil is on academy premises.
- 5.7. These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

6. Assessment

- 6.1. We will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects – enhanced by the conscious curriculum - with regular feedback provided on pupil progress.

- 6.2. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.
- 6.3. There will be a summative assessment every term, totaling 3 formal assessments for Yr7- 11.
- 6.4. Pupils complete self-reflection/assessment sheets based upon the different topics per block. At the end of block 2 and 4, pupils will complete an Oracy assessment. This involves the pupils a topic of their choice and then creating a verbal presentation to their form. This will be assessed by the form tutor and Bronze, Silver or Gold grade will be awarded and recorded.
- 6.5. Assessment in PSHE should recognise both knowledge acquisition and the development of skills, attitudes, and values. Because PSHE is reflective and discussion-based, a mixture of formative and summative assessment methods will be used to build a holistic picture of student progress at varying time intervals.

Formative Assessment in PSHE Conducted on a weekly-half termly scale to track ongoing progress and understanding.	Summative Assessment in PSHE Conducted once per term to give a structured measure of progress.
<p>1. Unit-Long Reflective Progress Trackers</p> <ul style="list-style-type: none"> Students use structured booklets to reflect on what they have learned, their personal growth, and any questions they still have. Teachers can use these reflections to identify gaps in understanding and feedback to help plan responsive teaching. <p>2. Ipsative Assessments</p> <ul style="list-style-type: none"> Tools such as spider diagrams, mind maps, or draw-and-write tasks at the start and end of a unit. This allows students to see their own progress clearly (e.g. how their ideas about “healthy relationships” or “managing stress” have developed over time). <p>3. Low-Stakes quizzing</p> <ul style="list-style-type: none"> Quick knowledge checks on key vocabulary or concepts. Reinforces retrieval practice without pressure. <p>4. Debate and Discussion Questions</p> <ul style="list-style-type: none"> Assesses students’ ability to apply knowledge, listen to others, and express their views respectfully. Supports oracy skills. Supports critical thinking. 	<p>1. Task-Based Assessment</p> <ul style="list-style-type: none"> Varies from written tasks, projects, and case studies depending on the specific unit and year group. Ensures students demonstrate knowledge and application of PSHE themes in a tangible product. <p>2. Oracy Assessment</p> <ul style="list-style-type: none"> Students are assessed on their ability to articulate opinions, reason effectively, and respond constructively in discussions. Pupils will choose a topic of their choice and then create a verbal presentation to their form. This will be assessed by the tutor and Bronze, Silver, or Gold will be awarded.

Overview of the Assessment Cycle:

- Weekly** - Informal checks (quizzes, debates, spider diagrams, etc).
- Each Unit** - Reflective trackers and ipsative comparisons (draw-and-write tasks, progress mapping).
- Once per Term** - Summative assessment task, incorporating oracy assessment.

This should ensure a continuous, reflective, and developmental curriculum which offers clear checkpoints for monitoring progress.

Appendix 1

Science, citizenship, PE, computing national curriculum

In accordance with the DfE's 'Relationship and Sex Education and Health Education Statutory Guidance' 2019, there are certain aspects of the subjects which are compulsory for pupils to learn.

National curriculum in England: Science programmes of study - Updated 6 May 2015

<p>1. KS3 Pupils should be taught about:</p> <p>1.1. reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p> <p>1.2. reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</p> <p>1.3. the effects of recreational drugs (including substance misuse) on behaviour, health and life processes</p>
<p>2. KS4 Pupils should be taught about:</p> <p>2.1 the relationship between health and disease</p> <p>2.2 communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</p> <p>2.3 non-communicable diseases</p> <p>2.4 bacteria, viruses and fungi as pathogens in animals and plants</p> <p>2.5 body defenses against pathogens and the role of the immune system against disease</p> <p>2.6 reducing and preventing the spread of infectious diseases in animals and plants</p> <p>2.7 the process of discovery and development of new medicines</p> <p>2.8 the impact of lifestyle factors on the incidence of non-communicable diseases</p> <p>2.9 principles of nervous coordination and control in humans</p> <p>2.10 the relationship between the structure and function of the human nervous system</p>

2.11	relationship between structure and function in a reflex arc	the
2.12	es of hormonal coordination and control in humans	principl
2.13	es in human reproduction, hormonal and non-hormonal methods of contraception	hormon
2.14	tasis	homeos

National curriculum in England: Citizenship programmes of study for key stages 3 and 4 - Published 11 September 2013

3. Key stage 3 Pupils should be taught about:
<p>3.1 the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>3.2 the operation of Parliament, including voting and elections, and the role of political parties</p> <p>3.3 the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>3.4 the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>3.5 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>3.6 the functions and uses of money, the importance and practice of budgeting, and managing risk</p>
4. Key stage 4 Pupils should be taught about:
<p>4.1 parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>4.2 the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>4.3 other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>

<p>4.4 local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>4.5 human rights and international law</p> <p>4.6 the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>4.7 diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>4.8 the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>4.9 income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>

National curriculum in England: Computing programmes of study - Published 11 September 2013

<p>5. Key stage 3 Pupils should be taught to:</p> <p>5.1 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p>
<p>6. Key stage 4 All pupils should be taught to:</p> <p>6.1 understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns</p>

National curriculum in England: PE programmes of study - Published 11 September 2013

<p>7. Key stage 3 Pupils should be taught to:</p> <p>7.1 use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>7.2 develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>7.3 perform dances using advanced dance techniques in a range of dance styles and forms</p>
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7.4 take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

7.5 analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

7.6 take part in competitive sports and activities outside school through community links or sports clubs

8. Key stage 4 Pupils should be taught to:

8.1 use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

8.2 develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]

8.3 take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group

8.4 evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best

8.5 continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

OSSMA Personal, Social, Health, and Economic (PSHE) Transition Curriculum 2025-2026

	Year 7	Year 8	Year 9	Year 10	Year 11	
Autumn 1	1. 10/09/2025	What are first impressions?	How do rules and laws differ?	What is news?	How can I optimise my physical health?	How can I manage stress?
	2. 17/09/2025	Who am I?	Where do laws come from?	How can I judge the reliability of a news article?	How can I identify meningitis and strokes?	How can I deal with disappointment?
	3. 24/09/2025	What is self-esteem?	What crimes occur near me?	How can I verify information?	Should vaping be banned?	How might my health affect my exam performance?
	4. 01/10/2025	What makes a relationship healthy?	Who is involved in the legal process?	How might I be manipulated?	What is cancer?	How realistic is pornography?
	5. 08/10/2025	How are families different?	Are all courtrooms the same?	How can I REVIEW my news?	How can I identify potential cancers?	How can people maturely end a relationship?
	6. 15/10/2025	What do healthy friendships look like?	How am I influenced?	What is body image?	What parts of our bodies can be donated to others?	MOCK PREP
	7. 22/10/2025	What is bullying?	What do I need to know about gangs?	How might the media influence how I feel about the way I look?	What services are available to manage my health?	MOCK PREP
Autumn 2	8. 05/11/2025	What is cyberbullying?	What should I know about knife crime?	How might drugs affect us?	What are human rights?	Yr 11 Mocks
	9. 12/11/2025	How can I take a stand when I see bullying happening?	What is grooming?	Why do people use drugs?	How can we balance human rights?	Yr 11 Mocks
	10. 19/11/2025	Is everyone treated equally?	What does 'county lines' mean?	Why might people use steroids?	Do I have the right to say whatever I want?	Yr 11 Mocks
	11. 26/11/2025	What are stereotypes?	What is extremism?	What does the law say about drugs?	Should my privacy be protected at all costs?	What does stalking look like?
	12. 03/12/2025	How might people with disabilities be treated?	What are hate crimes?	What risks are linked to drug use?	What rights do asylum seekers have?	Where can young people access sexual health services?
	13. 10/12/2025	How can we deal with racism?	How can I share key information about crime with others?	What is addiction?	How does the law try to protect victims of GBV?	Fertility 1 – external factors, PCOS, endometriosis, menopause
	14. 17/12/2025	What support can I offer to others?	How can I share key information about crime with others?	Should cannabis be legalised?	Do we have a "global responsibility" to our fellow citizens?	Reproductive health – folic acid, miscarriage, FASD, pelvic floor
Spring 1	15. 07/01/2026	What is health?	What does caffeine do to my body?	What does a democratic country look like?	How might citizens become involved in the legal system?	How are taxes calculated?
	16. 14/01/2026	How can screentime affect my health?	What are prescription drugs?	How else might a country be run?	How do courts decide on sentences?	Where does the government spend our money?
	17. 21/01/2026	How much sleep should I be getting?	What are units?	What does the Cabinet do?	What is international law?	What is foreign aid? (inc. RE content)
	18. 28/01/2026	What makes vaping addictive?	What are the physical effects of drinking alcohol?	What advice would I give to the Cabinet in an emergency?	What does the UK have to do with the Commonwealth?	Am I allowed to vote? How can I vote in a General Election?
	19. 04/02/2026	How can I look after my teeth?	What are the social effects of drinking alcohol?	Who in the UK holds the greatest power?	What does the UK have to do with the United Nations?	Is our current electoral system fair?
	20. 11/02/2026	What are the benefits of physical activity?	How can I manage influence and pressure around alcohol?	How are those in power held to account?	What is prison <i>actually</i> like?	How democratic is the UK?
Spring 2	21. 25/02/2026	How can I manage my personal hygiene?	Which common health conditions should I know about?	What do healthy, romantic relationships look like?	What is sexual harassment?	What is phishing?
	22. 04/03/2026	What is FGM?	How can I help someone who has had an accident?	What is consent?	How might people show their commitment to their partner? (RE)	How do loans and mortgages work?
	23. 11/03/2026	What are the physical changes of puberty?	What is CPR, and how do defibrillators work?	What are potential signs of abuse?	What might people think or feel about sex? (inc. RE)	Do I really need insurance?
	24. 18/03/2026	What happens during menstruation?	Why is it important to use antibiotics responsibly?	What does the law say about sharing nudes?	What risks might be involved in sexual acts?	What are pensions?
	25. 25/03/2026	How can I manage the changes of puberty?	How do vaccinations work?	How are condoms used?	What other forms of contraception exist? (inc. RE)	Why is gambling dangerous?
Summer 1	26. 15/04/2026	What is a risk?	How can technology change what we see and believe?	What are my rights as a consumer?	Yr 10 Mocks	Yr 11 Exams
	27. 22/04/2026	How can I be safe on, and near, the road?	What is news?	Which documents can help me to keep track of my money?	What factors might affect a <u>person's</u> fertility?	
	28. 29/04/2026	How can I be safe near train lines?	How can I judge the reliability of a news article?	How can a budget help to manage my money?	What options does someone have if they are pregnant?	
	29. 06/05/2026	How can I be safe around water?	How can I verify information?	How do bank accounts work?	What happens during pregnancy?	
	30. 13/05/2026	How can I be safe online?	How might I be manipulated by the media?	What are the potential effects of gambling?	The Manosphere	
	31. 20/05/2026	The Manosphere	The Manosphere	The Manosphere	YR 10 WORK EXPERIENCE	
Summer 2	32. 03/06/2026	What do young carers do?	What does a democratic country look like?	What makes me happy?	Are all parents the same?	Yr 11 Exams
	33. 10/06/2026	Can young people make a change?	How else might a country be run?	What is mental health?	Why is reproductive health important?	
	34. 17/06/2026	What is Parliament?	What does the Cabinet do?	How do I view myself?	How are our differences protected by law?	
	35. 24/06/2026	How are political parties similar and different?	What advice would I give to the Cabinet in an emergency?	How can I cope with grief?	How have attitudes towards sex and gender changed over time?	
	36. 01/07/2026	What happens in a General Election?	Who in the UK holds the greatest power?	What is addiction?	How have attitudes towards sexual orientation changed over time?	
	37. 08/07/2026	What would my platform for election look like?	How are those in power held to account?	How can I manage stress?	What is foreign aid?	
	38. 15/07/2026	What do MPs do?	How might citizens become involved in the legal system?	How can I revise?	How can I enact change?	