SACRED HEART HIGH SCHOOL

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

DRAFT 2026

To be reviewed every two years

This Policy should be read in conjunction with all other Sacred Heart High School Policies

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1 SCHOOL MISSION STATEMENT

2 THE SACRED HEART CHARISM

Sacred Heart School is part of the worldwide family of schools inspired by the mission of the Society of the Sacred Heart, founded by St Madeleine Sophie Barat. At the centre of our educational mission is the belief that every person is known and loved by God and called to live life to the full.

The Society of the Sacred Heart's educational vision is rooted in the love of the Heart of Jesus, revealed through relationships characterised by compassion, dignity, justice, forgiveness and hope. We seek to educate the whole person: intellectually, spiritually, emotionally, socially and morally.

Relationships and Sex & Health Education forms an important part of this mission. Through RSHE, young people are helped to understand their own God-given dignity, develop healthy and loving relationships, make responsible choices and recognise their role in building a society founded on justice, peace and respect for all people.

The Sacred Heart tradition understands education as a process of transformation through relationship. Therefore, RSE is not simply the delivery of information but an invitation for pupils to grow in self-knowledge, emotional maturity, compassion and responsible love.

The Relationships, Sex & Health Education (RSHE) programme at Sacred Heart School is rooted in the educational vision of St Madeleine Sophie Barat and reflects the Five Goals of Sacred Heart Education. These goals provide the framework through which pupils are supported to grow in faith, character, relationships and personal responsibility.

2.1 Goal One: A Personal and Active Faith in God

RSE helps pupils recognise their inherent dignity as individuals created and loved by God. Through reflection, discussion and prayerful understanding, pupils are encouraged to develop healthy relationships that reflect Gospel values of love, respect, compassion and forgiveness.

2.2 Goal Two: A Deep Respect for Intellectual Values

RSE promotes thoughtful learning and informed decision-making. Pupils are encouraged to engage critically with issues relating to relationships, identity, family life and human development, developing the knowledge and understanding needed to make wise and responsible choices.

2.3 Goal Three: A Social Awareness Which Impels to Action

RSE nurtures respect for the dignity of every person and promotes social responsibility. Pupils learn to challenge prejudice, discrimination and harmful behaviours, developing an awareness of their responsibility to contribute to a just, inclusive and compassionate society.

2.4 Goal Four: The Building of Community as a Christian Value

RSE emphasises the importance of positive relationships, belonging and mutual respect. Pupils learn how healthy friendships, family relationships and

community life are built on trust, empathy, communication, forgiveness and service to others.

2.5 Goal Five: Personal Growth in an Atmosphere of Wise Freedom

RSE supports pupils in developing self-awareness, emotional maturity and resilience. In the Sacred Heart tradition, freedom is understood as the ability to

In this policy outlines, governance and staff intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

3 CONSULTATION

In putting together this policy we have consulted:

- pupil focus groups / school council / school leaders' groups
- questionnaires to parents / carers, any meetings etc. (June 2026)
- review of RSE curriculum content July 2026
- consultation with school governors / academy trustees religious order

4 IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the governors, parents and carers in the autumn term 2026. This policy will be reviewed every two years by the Headteacher, RSE Co-ordinator, the Governing Body and Staff.

4.1 Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

5 DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High quality RSE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness" [1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."[2] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

and being safe. In Secondary schools RSE should "provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds…By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."[3]

6 STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections.

However, the reasons for our inclusion of RSE go further.

7 RATIONALE

'I have come that you might have life and have it to the full'
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

8 VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will

[3] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

9 AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education"[4] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

10 OBJECTIVES

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

[4] *Gravissimum Educationis* 1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

11 OUTCOMES

11.1 Inclusion and Adaptive Teaching and learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

11.2 Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

12 BROAD CONTENT OF RSHE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

12.1 Programme / Resources

As a school we follow the Ten Ten RSE 'Life to the Full' secondary programme which fulfils all statutory Relationship, Sex and Health Education (RSHE) requirements, within the context of a Christian understanding of human sexuality rooted in the beauty and the wisdom of the Catholic Church **see Annex 1**. Aspects of Relationships, Sex and Health Education will also be delivered by the Science department, age appropriately, as part of the Science Curriculum. Please see **Annex 2.**

12.2 Teaching Strategies

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

13 ASSESSMENT OF RSHE

Students will be assessed in RSHE as part of the ongoing assessment of PSHE. This assessment will take a variety of forms for example; teacher feedback, student reflection and evaluation.

13.1 Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be

able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the ***right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

14 BALANCED CURRICULUM

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

15 RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme resides with the relevant curriculum staff; this will normally include science, religious education, physical education, RSE and PSHE).

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

15.1 External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools 5.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

[5] CES Checklist for External Speakers to Schools, 2016

16 OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

16.1 Governors

Governors:

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

16.2 Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

16.3 PSHE/RSE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy in conjunction with the Deputy Headteacher and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

16.4 All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

17 RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying Policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

18 STUDENTS' QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

19 CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

20 SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

21 CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head

teacher, but that the pupils would always be informed first that such action was going to be taken.

22 MONITORING AND EVALUATION

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

23 RATIFICATION

This Policy has been approved and ratified by the Headteacher and Governing Body (following consultation with parents and carers) in [add date]. The Policy will be reviewed every two years.

Mrs S O'Donovan
Headteacher

Mr Glen Hodgson
Chair of Governors

ANNEX 1 – TEN TEN PROGRAMME AND RESOURCES

A. Ten Ten Overiew

Overview

Life to the Full Secondary

Ten:Ten Resources | LIFE TO THE Full

Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Focus	**Religious Understanding**	**Me, My Body, My Health**	**Emotional Well-Being**	**Life Cycles**	**Personal Relationships**	**Keeping Safe**	**Living In The Wider World**	**Cinema In Education** Whole or half-year groups		
Themes per programme	**Theme 1**	**Theme 2**	**Theme 3**	**Theme 4**	**Theme 5**	**Theme 6**	**Theme 7**	**Session 1**	**Session 2**	**Session 3**
Year 7	Who Am I?	Changing Bodies	Healthy Inside & Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly	Facts of Life	Seeking & Offering Support	Looking in the Mirror
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble with Max	Trust the Truth Part One	Trust the Truth Part Two
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility and Contraception	Commitment and Marriage	Understanding Consent	Human Rights - And Wrongs	Love, Honour, Cherish	The Gift of Sex	The Gift of Self
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity	Babies	Responding to an Unexpected Pregnancy	Safe Sex or Save Sex?
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth and Lies	Truth or Lies Part One	Truth or Lies Part Two
Year 12								Common Room	Life in Sixth Form Part One	Life in Sixth Form Part Two
Year 13								Bakhita's Prayer	Understanding Human Trafficking	Taking Action

B. TEN TEN SCHEME OF WORK

Year 7

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.
Theme 2	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
Theme 3	Emotional Well-Being	Healthy Inside And Out	Thinking about self-esteem helps us consider its impact and how to nurture it.
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.
Theme 6	Keeping Safe	My Life on Screen	Online lives need safeguarding, just like in real life.
Theme 7	Wider World	Living Responsibly	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

Year 8

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Created and Chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
Theme 2	My Body	Appreciating Differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
Theme 3	Emotional Well-Being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
Theme 4	Life Cycles	Before I Was Born	Contemplating life in the womb reveals that it is both beautiful and fragile.
Theme 5	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
Theme 6	Keeping Safe	Think Before You Share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.
Theme 7	Wider World	Wider World	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.

Year 9

	Focus	Theme Title	Description
Theme 1	Religious Understanding	The Search for Love	Beyond romantic feelings and desires, there is a deeper kind of love based on a decision to sacrifice for the good of the other.
Theme 2	My Body	Love People, Use Things	Consumerism can lead to objectification and this could cause us to treat people the way we treat things.
Theme 3	Emotional Well-Being	In Control of My Choices	Desire and attraction can affect the decisions made in relationships and effort and perseverance are needed to prevent them be dominated by lust.
Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and responsibility and consideration is given to how methods for managing conception fit with God's plan for sex.
Theme 5	Personal Relationships	Commitment and Marriage	Commitment can take on many forms in different relationships, including sexual relationships and marriage.
Theme 6	Keeping Safe	Understanding Consent	Consent is not just gaining permission for something but involves complexities in both its giving and receiving.
Theme 7	Wider World	Human Rights - And Wrongs	Sexual exploitation brings to light our human rights and responsibilities and the ways they are violated by sexual harassment, assault and rape.

Year 10

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.
Theme 2	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
Theme 3	Emotional Well-Being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
Theme 4	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
Theme 5	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
Theme 6	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
Theme 7	Wider World	Solidarity	Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed.

Year 11

	Focus	Theme Title	Description
Theme 1	Religious Understanding	Self-Worth	This theme invites students to consider how they respect themselves and others, and the role God can play within that.
Theme 2	My Body	Addiction	In this theme, students hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.
Theme 3	Emotional Well-Being	Eating Disorders	This theme invites students to consider their own deepest needs and the complexities and contradictions within themselves.
Theme 4	Life Cycles	Birth Control	This theme holds fertility up as a precious gift to be protected, nurtured and valued.
Theme 5	Personal Relationships	Pornography	This theme looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.
Theme 6	Keeping Safe	STIs	In this theme, students meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family.
Theme 7	Wider World	Coercive Control	In this final theme of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.

Cinema-in-Education sessions

Sessions per programme	**Session 1** Whole or half-year groups	**Session 2** Whole or half-year groups	**Session 3** Whole or half-year groups
Year 7	Facts of Life	Seeking and Offering Support	Looking in the Mirror
Year 8	The Trouble with Max	Trust the Truth – Part One	Trust the Truth – Part Two
Year 9	Love, Honour, Cherish	The Gift of Sex	The Gift of Self
Year 10	Babies	Responding to an Unexpected Pregnancy	Safe Sex or Save Sex?
Year 11	Truth and Lies	Truth or Lies – Part One	Truth or Lies – Part Two
Year 12	Common Room	Life in Sixth Form – Part One	Life in Sixth Form – Part Two
Year 13	Bakhita's Prayer	Understanding Human Trafficking	Taking Action

C. TEN TEN LIFE TO THE FULL SECONDARY CURRICULUM MAPPING MATRIX

See overleaf

Life to the Full Secondary Curriculum Mapping Matrix

Purpose:

This document is the Life to the Full Secondary Curriculum Mapping Matrix. In the course of updating Life to the Full, we have reviewed it against the revised DfE RSHE Guidance (2026), and we are confident that the programme meets the statutory requirements, and that this document maps that compliance faithfully. However schools should satisfy themselves that this is the case. The purpose of this document is to assist schools in ensuring their compliance as well as providing a useful document to help schools evidence compliance as well as support ongoing conversations among SLTs, Governors and MAT leaders. Please get in contact with us if you have any questions, or refer to the different documents that this Matrix is cross-referenced against:

DfE RSHE Guidance 2026
CES RSHE Model Framework
PSHE Association Programme of Study

On the following sheets you will find:

1. A key to help you understand the shorthand we use for each of the DfE Guidance areas.
2. Sheets for Year 7 to Year 11 outlining which Themes cover which of the DfE statements, cross-referenced with the updated CES Model Framework and the PSHE Association updated Programme of Study.
3. A 'Traceability Matrix' which gives the full text of each DfE statement and the Themes in which they are covered.

How to read this document:

This matrix identifies where each statutory learning outcome is intentionally taught within the programme. Many statements are revisited in subsequent lessons; however, only lessons where the learning outcome forms an explicit teaching objective have been mapped. This provides a conservative and evidence-based traceability matrix rather than a comprehensive list of every incidental reference.

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Curriculum Mapping Matrix Key	
RSHE Guidance Term	**Ten Ten Abbreviation**
Relationships and Sex Education	
Families	F
Respectful Relationships	RR
Online Safety and Awareness	OSA
Being Safe	BS
Intimate Sexual Relationships, including Sexual Health	ISR
Health and Wellbeing	
Mental Wellbeing	MW
Wellbeing Online	WBO
Physical Health and Fitness	PHF
Healthy Eating	HE
Drugs, Alcohol, Tobacco and Vaping	DATV
Health Protection and Prevention	HPP
Personal Safety	PS
Basic First Aid	BFA
Developing Bodies	DB

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Year 7

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
7.1	Who Am I?	RR: RR2, RR3, RR4 MW: MW1, MW2	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.2, 3.1.1.3 Religious Understanding: 3.1.2.4, 3.1.2.5, 3.1.2.6 Me, My Body and My Health: 3.1.3.1 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Healthy, positive relationships: 1, 11 KS3 Mental health and wellbeing: 1, 3
7.2	Changing Bodies	DB: DB1, DB2 RR: RR3	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.7 Religious Understanding: 3.1.2.5 Me, My Body and My Health: 3.1.3.5, 3.1.3.7	KS3 Puberty and adolescence: 1, 2
7.3A	Healthy Inside & Out	MW: MW1, MW2, MW3, MW7 WO: WO1, WO2	Created and Loved by God Me, My Body and My Health: 3.1.3.1, 3.1.3.5, 3.1.3.6, 3.1.3.9 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Online life: 5, 11, 12 KS3 Mental health and wellbeing: 1, 3, 7, 9, 13
7.3B	Keeping Well (Part 1)	HPP: HPP1, HPP2, HPP3, HPP6 HE: HE1, HE2, HE3	Created and Loved by God Me, My Body and My Health: 3.1.3.7 Created to Live in Community Living in the Wider World: 3.3.3.1	KS3 Healthy lifestyles: 4, 5, 6 KS3 Keeping well, health services and first aid: 1, 2, 4
7.4	Where We Come From	ISR: ISR1 DB: DB3	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.3 Religious Understanding: 3.1.2.1, 3.1.2.2, 3.1.2.5 Life Cycles and Fertility: 3.1.5.1, 3.1.5.4	KS3 Puberty and adolescence: 3 KS3 Sex education: 1
7.5	Family & Friends	F: F1, F2 RR: RR1, RR2, RR3, RR5	Created to Love Others Education in Virtue: 3.2.1.1, 3.2.1.2, 3.2.1.4, 3.2.1.5 Religious Understanding: 3.2.2.4, 3.2.2.6 Personal Relationships: 3.2.3.2, 3.2.3.7, 3.2.3.8 People Who Can Help Me: 3.2.4.8	KS3 Healthy, positive relationships: 2, 7, 9, 11, 12, 17
7.6	My Life on Screen	WO: WO1, WO2 OSA: OSA1, OSA2	Created and Loved by God Me, My Body and My Health: 3.1.3.9 Created to Love Others Education in Virtue: 3.2.1.6 Keeping Safe: 3.2.4.5 People Who Can Help Me: 3.2.4.8	KS3 Online life: 1, 2, 3, 4, 5, 11

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
7.7	Living Responsibly	RR: RR2, RR5	Created to Love Others Religious Understanding: 3.2.2.4 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.2 Religious Understanding: 3.3.2.2 Living in the Wider World: 3.3.3.4	KS3 Healthy, positive relationships: 7 KS3 Mental health and wellbeing: 12
7.8	Basic First Aid (Part 1)	BFA: BFA1	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.7 Created to Love Others Education in Virtue: 3.2.1.2 Religious Understanding: 3.2.2.4	KS3 Keeping well, health services and first aid: 5

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Year 8

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
8.1	Created and Chosen	RR: RR2, RR3 MW: MW1, MW2	Created and Loved by God Education in Virtue: 3.1.1.1, 3.1.1.2, 3.1.1.3 Religious Understanding: 3.1.2.4, 3.1.2.5 Me, My Body and My Health: 3.1.3.1 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Healthy, positive relationships: 1, 11 KS3 Mental health and wellbeing: 1, 3
8.2	Appreciating Differences	RR: RR2, RR3, RR4, RR5	Created and Loved by God Education in Virtue: 3.1.1.3, 3.1.1.7 Religious Understanding: 3.1.2.5, 3.1.2.6 Created to Love Others Education in Virtue: 3.2.1.2, 3.2.1.3, 3.2.1.5 Personal Relationships: 3.2.3.1	KS3 Respecting self and others: 1, 11, 12, 17, 18 KS3 Healthy, positive relationships: 1, 3, 4
8.3A	Feelings	DB: DB2 ISR: ISR1, ISR5 RR: RR2, RR5	Created to Love Others Education in Virtue: 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2 Personal Relationships: 3.2.2.5 People Who Can Help Me: 3.2.4.8	KS3 Sex education: 1, 9, 10, 11 KS3 Healthy, positive relationships: 9, 14
8.3B	Keeping Well (Part 2)	MW: MW1, MW2, MW3, MW4, MW5, MW6, MW7	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.6 Religious Understanding: 3.1.2.4 Me, My Body and My Health: 3.1.3.1, 3.1.3.5, 3.1.3.6 Emotional Wellbeing and Attitudes: 3.1.4.1	KS3 Mental health and wellbeing: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 18, 21
8.4	Before I Was Born	ISR: ISR1, ISR7 RR: RR2 HPP: HPP7	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.4, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.5 Life Cycles and Fertility: 3.2.3.4, 3.2.3.5	KS3 Sex education: 2, 6, 11 KS3 Keeping healthy and well: pregnancy, prenatal care, miscarriage and pregnancy loss
8.5	Tough Relationships	RR: RR2, RR3, RR4, RR5, RR6, RR9	Created to Love Others Education in Virtue: 3.2.1.2, 3.2.1.3, 3.2.1.6 Personal Relationships: 3.2.3.1 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3	KS3 Respecting self and others: 11, 16, 17, 18 KS3 Healthy, positive relationships: 3, 4 KS3 Living in the wider world: 23, 26

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
8.6	Think Before You Share	OSA: OSA1, OSA2, OSA4, OSA5, OSA6 BS: BS1, BS11 RR: RR5 ISR: ISR3	Created to Love Others Education in Virtue: 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.2, 3.2.4.5, 3.2.4.6, 3.2.4.8	KS3 Online life and safety: 2, 3, 11, 12, 13, 23, 24, 25, 26, 27 KS3 Personal safety, risk and influence: 3, 11, 12, 13 KS3 Sex education: 10
8.7	Wider World	RR: RR2, RR3, RR4, RR5, RR6, RR9, RR10	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.5, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.2, 3.2.4.6 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3	KS3 Respecting self and others: 11, 16, 17, 18 KS3 Healthy, positive relationships: 3, 4 KS3 Living in the wider world: 23, 26
8.8	Basic First Aid (Part 2)	BFA: BFA1, BFA2	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.7 Created to Love Others Education in Virtue: 3.2.1.2 People Who Can Help Me: 3.2.4.8	KS3 Keeping well, health services and first aid: 5, 6

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Year 9

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
9.1	The Search for Love	RR: RR2, RR8 ISR: ISR1, ISR2, ISR3, ISR4, ISR5, ISR6	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2, 3.2.2.5 Personal Relationships: 3.2.3.4, 3.2.3.5, 3.2.3.6, 3.2.3.10, 3.2.3.11	KS3 Healthy, positive relationships: values, commitment and healthy intimate relationships KS3 Sex education: readiness, attraction, delaying sex, consent and values
9.2	Love People, Use Things	RR: RR2, RR8 ISR: ISR3, ISR5 BS: BS11	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Religious Understanding: 3.2.2.5 Keeping Safe: 3.2.4.6 Created to Live in Community: 3.3.3.4, 3.3.3.5	KS3 Healthy, positive relationships: respect, dignity and objectification KS3 Online life and safety: pornography, exploitation and harmful sexual content KS3 Personal safety: exploitation and resisting pressure
9.3A	In Control of My Choices	MW: MW6 RR: RR8 ISR: ISR3, ISR5	Created and Loved by God Education in Virtue: 3.1.1.4, 3.1.1.6 Created to Love Others Education in Virtue: 3.2.1.6 Religious Understanding: 3.2.2.5	KS3 Mental health and wellbeing: evaluating choices and wellbeing KS3 Sex education: desire, sexual decision-making, values and self-control
9.3B	Drug and Smoking Awareness	MW: MW6, MW9 DATV: DATV1, DATV2, DATV5, DATV6, DATV7	Created and Loved by God Education in Virtue: 3.1.1.4, 3.1.1.6, 3.1.1.7 Created to Love Others Keeping Safe: 3.2.4.7 People Who Can Help Me: 3.2.4.8	KS3 Drugs, alcohol and tobacco: facts, law, risk, addiction and support KS3 Healthy lifestyles: evaluating wellbeing and healthy habits KS3 Personal safety: informed and responsible decision-making
9.4	Fertility and Contraception	F: F3 ISR: ISR4, ISR6	Created and Loved by God Life Cycles and Fertility: 3.1.5.4, 3.1.5.5 Created to Love Others Religious Understanding: 3.2.2.1, 3.2.2.2 Personal Relationships: 3.2.3.6	KS3 Sex education: fertility, contraception, reproductive health and decision-making KS3 Healthy lifestyles: reproductive health and medically accurate information
9.5A	Commitment and Marriage	F: F2, F3 RR: RR2 ISR: ISR3, ISR4	Created to Love Others Education in Virtue: 3.2.1.1, 3.2.1.2, 3.2.1.6 Religious Understanding: 3.2.2.1, 3.2.2.2, 3.2.2.5 Personal Relationships: 3.2.3.6, 3.2.3.9, 3.2.3.10	KS3 Healthy, positive relationships: commitment, marriage, civil partnership and cohabitation KS3 Sex education: faith, values and sexual decision-making KS3 Families: stable relationships and wellbeing

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
9.5B	Understanding Consent	RR: RR8 ISR: ISR3, ISR5 BS: BS1, BS2 OSA: OSA1, OSA2, OSA4, OSA5	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Keeping Safe: 3.2.4.1, 3.2.4.2, 3.2.4.3, 3.2.4.4, 3.2.4.5 People Who Can Help Me: 3.2.4.8	KS3 Online life and safety: consent, image sharing, sexting and law KS3 Healthy, positive relationships: consent and boundaries KS3 Personal safety: pressure, risk and support
9.6	Safe and Smart Online	WBO: WBO1, WBO2, WBO3 OSA: OSA1, OSA2, OSA3, OSA4, OSA5, OSA6, OSA12, OSA13, OSA14, OSA15 RR: RR8 ISR: ISR3 BS: BS2, BS11	Created to Love Others Education in Virtue: 3.2.1.3, 3.2.1.6 Keeping Safe: 3.2.4.5, 3.2.4.6, 3.2.4.8 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3 Living in the Wider World: 3.3.3.4, 3.3.3.5	KS3 Online life and safety: digital wellbeing, data, privacy, AI, scams, sextortion and reporting KS3 Living in the wider world: media literacy and digital citizenship KS3 Personal safety: online pressure and exploitation
9.7	Human Rights and Wrongs	RR: RR8, RR10 ISR: ISR3, ISR5 BS: BS5, BS6, BS7, BS8, BS11, BS16	Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.3 Religious Understanding: 3.3.2.2 Living in the Wider World: 3.3.3.4, 3.3.3.5, 3.3.3.8, 3.3.3.9 KS4 links: 4.3.3.4, 4.3.3.7, 4.3.3.8	KS3 Personal safety: harassment, assault, exploitation, grooming and reporting KS3 Healthy, positive relationships: consent, power dynamics and dignity KS3 Living in the wider world: human rights and social responsibility
9.8A	Out and About	PS: PS1, PS2, PS3 BS: BS2, BS4	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.7 Created to Love Others Education in Virtue: 3.2.1.2 Created to Live in Community Education in Virtue: 3.3.1.1, 3.3.1.2 Living in the Wider World: 3.3.3.4	KS3 Personal safety: roads, railways, water, travel, peer pressure and risk assessment KS3 Health and wellbeing: emergency planning and safer choices KS3 Living in the wider world: responsibility in public spaces
9.8B	Lifesaving Skills	BFA: BFA1, BFA2, BFA3	Created and Loved by God Education in Virtue: 3.1.1.5, 3.1.1.7 Created to Love Others Education in Virtue: 3.2.1.2 People Who Can Help Me: 3.2.4.8	KS3 Keeping well, health services and first aid: basic first aid, CPR, AEDs and emergency response

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Year 10

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
10.1	Authentic Freedom	ISR: ISR1, ISR2, ISR3, ISR4 RR: RR8 BS: BS2	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.4, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.5 Personal Relationships: 4.2.3.4, 4.2.3.5, 4.2.3.6	KS4 Relationships: personal values, readiness, consent, sexual decision-making and delaying sex KS4 Health and wellbeing: peer influence, values-led choices and emotional wellbeing
10.2	Self-Image	RR: RR2, RR3, RR9 ISR: ISR4 WBO: WBO2	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.3, 4.1.1.4 Religious Understanding: 4.1.2.5 Me, My Body and My Health: 4.1.3.5, 4.1.3.6 Created to Love Others: 4.2.3.2	KS4 Relationships: self-worth, stereotypes, objectification and respectful attitudes KS4 Health and wellbeing: body image, self-esteem, media influence and emotional wellbeing
10.3	Beliefs, Values, Attitudes	RR: RR2, RR5 MW: MW6	Created and Loved by God Education in Virtue: 4.1.1.6, 4.1.1.7 Religious Understanding: 4.1.2.4, 4.1.2.6 Emotional Wellbeing and Attitudes: 4.1.4.5 Created to Love Others: 4.2.1.6	KS4 Health and wellbeing: values, character, conscience, decision-making and wellbeing KS4 Relationships: respecting different beliefs and maintaining healthy boundaries
10.4	Parenthood	F: F1, F2, F3, F6, F7 RR: RR5	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.4 Personal Relationships: 4.2.3.6, 4.2.3.8, 4.2.3.9 Keeping Safe: 4.2.4.6	KS4 Relationships: parenthood, family life, committed relationships, rights and responsibilities KS4 Health and wellbeing: future responsibilities, empathy and preparation for adult life
10.5A	Pregnancy and Abortion	ISR: ISR4, ISR7 RR: RR4, RR5	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.6, 4.2.1.7 Religious Understanding: 4.2.2.1, 4.2.2.4, 4.2.2.5 Life Cycles and Fertility: 4.2.3.4, 4.2.3.5 Keeping Safe: 4.2.4.7	KS4 Relationships: pregnancy, abortion, law, values, differing beliefs and respectful discussion KS4 Health and wellbeing: informed decision-making and emotional impact of pregnancy and abortion
10.5B	Abuse	RR: RR1, RR5, RR8, RR10 BS: BS3, BS9, BS10, BS11, BS16 OSA: OSA10	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Personal Relationships: 4.2.3.2, 4.2.3.7 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.4 People Who Can Help Me: 4.2.4.8, 4.2.4.10	KS4 Relationships: healthy, unhealthy and abusive relationships; coercive control; stalking; grooming; consent; help-seeking KS4 Health and wellbeing: personal safety, recognising risk and accessing support

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
10.6	Online Influences	WBO: WBO1, WBO2, WBO3, WBO5, WBO6, WBO7 OSA: OSA3, OSA7, OSA8, OSA9, OSA10 RR: RR12	Created to Love Others Education in Virtue: 4.2.1.3, 4.2.1.6 Keeping Safe: 4.2.4.5 Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.3 Living in the Wider World: 4.3.3.4, 4.3.3.5	KS4 Health and wellbeing: digital wellbeing, online harms, critical evaluation and media literacy KS4 Relationships: online influence, dignity, harassment, conflict and sub-cultures KS4 Living in the wider world: algorithms, misinformation, disinformation, AI and deepfakes
10.7	Solidarity	F: F5 BS: BS3, BS11, BS12, BS13, BS16	Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.2, 4.3.1.3 Religious Understanding: 4.3.2.1, 4.3.2.2 Living in the Wider World: 4.3.3.4, 4.3.3.5, 4.3.3.7, 4.3.3.8 Created to Love Others: Keeping Safe: 4.2.4.1	KS4 Relationships and personal safety: FGM, forced marriage, honour-based violence, human trafficking, exploitation, warning signs and support KS4 Living in the wider world: human dignity, solidarity, common good and social action
10.8	Out in Public	RR: RR2, RR5, RR6 PS: PS1, PS2, PS3, PS4, PS5 BS: BS3, BS4, BS16	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Keeping Safe: 4.2.4.1, 4.2.4.8 Created to Live in Community Education in Virtue: 4.3.1.1, 4.3.1.3 Living in the Wider World: 4.3.3.4	KS4 Personal safety: public spaces, conflict, peer pressure, knife crime, trusted adults, de-escalation and help-seeking KS4 Relationships: bystander responsibility, bullying, respect for strangers and managing conflict

Year 11

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
11.1	Self-Worth	RR: RR1, RR3, RR5 MW: MW6	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.4, 4.1.1.6 Religious Understanding: 4.1.2.5 Me, My Body and My Health: 4.1.3.1, 4.1.3.2 Created to Love Others: 4.2.1.2, 4.2.3.2	KS4 Health and wellbeing: self-worth, identity, resilience and evaluating influences on wellbeing KS4 Relationships: dignity, respect, healthy relationship foundations and positive self-relationship
11.2	Alcohol, Drugs & Dependency	DATV: DATV1, DATV2, DATV3, DATV4, DATV5, DATV6, DATV7 HE: HE3 MW: MW6, MW9 WBO: WBO6 ISR: ISR10 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.4, 4.1.1.6, 4.1.1.7 Emotional Wellbeing: 4.1.4.3, 4.1.4.4 Created to Love Others: Keeping Safe: 4.2.4.3, 4.2.4.10 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: drugs, alcohol, tobacco, vaping, addiction, recovery, mental health and help-seeking KS4 Relationships: substance use, sexual risk-taking and responsible decision-making KS4 Living in the wider world: online supply of illicit drugs and law
11.3A	Mental Wellbeing	MW: MW1, MW4, MW5, MW6, MW7, MW8, MW9, MW10 HP: HP9 WBO: WBOL4 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.5, 4.1.1.6, 4.1.1.7 Emotional Wellbeing: 4.1.4.1, 4.1.4.3, 4.1.4.4 Religious Understanding: 4.1.2.4, 4.1.2.5 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: mental wellbeing, stress, anxiety, warning signs, support pathways, addiction links and reducing stigma KS4 Relationships: connection, belonging, supporting others and trusted adults
11.3B	Eating Disorders	MW: MW1, MW4, MW5, MW6, MW7, MW10 HP: HP9 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.5, 4.1.1.6, 4.1.1.7 Me, My Body and My Health: 4.1.3.2, 4.1.3.3, 4.1.3.5 Emotional Wellbeing: 4.1.4.1, 4.1.4.3 People Who Can Help Me: 4.2.4.8	KS4 Health and wellbeing: eating disorders, body image, coping strategies, warning signs, early intervention and recovery KS4 Relationships: supportive friendships, inclusion, empathy and professional help-seeking
11.3C	Health and Fitness	HP: HP1, HP2, HP4, HP7, HP8, HP9 MW: MW6 HE: HE3 BS: BS16	Created and Loved by God Education in Virtue: 4.1.1.1, 4.1.1.4, 4.1.1.6 Me, My Body and My Health: 4.1.3.5, 4.1.3.6 Emotional Wellbeing: 4.1.4.3 Created to Live in Community: 4.3.1.2	KS4 Health and wellbeing: healthy lifestyle, sleep, movement, diet, screening, early detection and health services KS4 Living in the wider world: responsible use of healthcare services, prevention and donation as service

Theme	Theme Title	DfE RSHE Guidance	CES RSHE Model Framework	PSHE Association Programme of Study
11.4	Family Planning and Fertility	ISR: ISR1, ISR2, ISR6 HP: HPP7 DB: DB4 HE: HE3	Created to Love Others Education in Virtue: 4.2.1.1, 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.1, 4.2.2.2, 4.2.2.5 Life Cycles and Fertility: 4.2.3.4, 4.2.3.5 People Who Can Help Me: 4.2.4.10	KS4 Relationships and sex education: fertility, contraception, NFP, intimacy, commitment and sexual decision-making KS4 Health and wellbeing: pre-conception health, pregnancy loss, reproductive health, infertility and support services
11.5A	Sexual Health	ISR: ISR4, ISR5, ISR8, ISR9, ISR10, ISR11, ISR12 HE: HE3	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.6 Religious Understanding: 4.2.2.5 Keeping Safe: 4.2.4.3, 4.2.4.10 Created to Live in Community: 4.3.3.1	KS4 Health and wellbeing: STIs, HIV, PrEP/PEP, testing, treatment, stigma and confidential services KS4 Relationships: sexual decision-making, alcohol/drugs, dignity, influence, responsibility and support
11.5B	Pornography	RR: RR8, RR9, RR10, RR11 ISR: ISR5, ISR11, ISR12 OSA: OSA7, OSA10, OSA11, OSA15 MW: MW6 BS: BS11, BS14, BS15, BS16	Created to Love Others Education in Virtue: 4.2.1.3, 4.2.1.6 Religious Understanding: 4.2.2.5 Personal Relationships: 4.2.3.2, 4.2.3.7 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.5, 4.2.4.6	KS4 Relationships: pornography, consent, misogyny, power dynamics, objectification and authentic intimacy KS4 Online safety: deepfakes, sextortion, exploitation, image-based abuse and fake intimacy KS4 Health and wellbeing: evaluating the impact of pornography on wellbeing and freedom
11.5C	Coercive Control	RR: RR1, RR2, RR5, RR7, RR8, RR9, RR10, RR12 F: F8 ISR: ISR3, ISR11 BS: BS3, BS5, BS7, BS9, BS10, BS16 OSA: OSA10	Created to Love Others Education in Virtue: 4.2.1.2, 4.2.1.3, 4.2.1.6 Personal Relationships: 4.2.3.2, 4.2.3.3, 4.2.3.7, 4.2.3.8 Keeping Safe: 4.2.4.1, 4.2.4.2, 4.2.4.4 People Who Can Help Me: 4.2.4.8, 4.2.4.10	KS4 Relationships: coercive control, domestic abuse, consent, rape, stereotypes, ending relationships and help-seeking KS4 Online safety: technology-facilitated harassment, monitoring and abusive behaviour KS4 Health and wellbeing: safety, support and recovery after abuse

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DfE Secondary RSHE Traceability Matrix

DfE Guidance Area	Code	Full DfE Guidance Statement	Covered in which LTTF Themes?
Families	F1	That there are different types of committed, stable relationships.	9.7, 10.4
Families	F2	How these relationships might contribute to wellbeing, and their importance for bringing up children.	9.5A, 10.4
Families	F3	Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	9.4, 9.5A, 10.4
Families	F4	That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	9.5A
Families	F5	That forced marriage and marrying before the age of 18 are illegal.	9.5A, 10.7
Families	F6	How families and relationships change over time, including through birth, death, separation and new relationships.	10.4
Families	F7	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	10.4
Families	F8	How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	10.4, 11.5C
Respectful Relationships	RR1	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	10.5B, 11.1, 11.5C
Respectful Relationships	RR2	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	10.3, 10.8, 11.5C
Respectful Relationships	RR3	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	11.1
Respectful Relationships	RR4	What tolerance requires, including the importance of tolerance of other people's beliefs.	10.5A
Respectful Relationships	RR5	The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	10.3, 10.5A, 10.8, 11.1, 11.5C
Respectful Relationships	RR6	The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	10.8

Respectful Relationships	RR7	Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	11.5C
Respectful Relationships	RR8	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	10.5B, 11.5B, 11.5C
Respectful Relationships	RR9	How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	10.5B, 11.5B, 11.5C
Respectful Relationships	RR10	How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	9.7, 10.5B, 11.5B, 11.5C
Respectful Relationships	RR11	How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	9.5B, 11.5B
Respectful Relationships	RR12	Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	10.6, 11.5C
Online Safety and Awareness	OSA1	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	9.6
Online Safety and Awareness	OSA2	Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	8.6, 9.6, 10.6
Online Safety and Awareness	OSA3	The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	9.6, 10.6
Online Safety and Awareness	OSA4	Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	8.6
Online Safety and Awareness	OSA5	That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.	9.6

Online Safety and Awareness	OSA6	What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	9.6
Online Safety and Awareness	OSA7	About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	10.6, 11.5B
Online Safety and Awareness	OSA8	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	10.6
Online Safety and Awareness	OSA9	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	10.6
Online Safety and Awareness	OSA10	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	10.5B, 10.6, 11.5B, 11.5C
Online Safety and Awareness	OSA11	That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	11.5B
Online Safety and Awareness	OSA12	How information and data is generated, collected, shared and used online.	9.6
Online Safety and Awareness	OSA13	That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	9.6
Online Safety and Awareness	OSA14	That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	9.6
Online Safety and Awareness	OSA15	That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	9.6, 11.5B
Being Safe	BS1	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	9.2
Being Safe	BS2	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	9.5B
Being Safe	BS3	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	9.8A, 10.5B, 10.7, 10.8, 11.5C

Being Safe	BS4	How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	9.8A, 10.8
Being Safe	BS5	What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	9.7, 11.5C
Being Safe	BS6	That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	9.7
Being Safe	BS7	The concepts and laws relating to sexual violence, including rape and sexual assault.	9.7, 11.5C
Being Safe	BS8	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	9.7
Being Safe	BS9	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	10.5B, 11.5C
Being Safe	BS10	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	10.5B, 11.5C
Being Safe	BS11	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	9.2, 9.7, 10.5B, 10.6, 10.7, 11.5B
Being Safe	BS12	The concepts and laws relating to forced marriage.	9.5A, 10.7
Being Safe	BS13	The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	9.7, 10.7
Being Safe	BS14	That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	9.7, 11.5B
Being Safe	BS15	That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	9.7, 11.5B
Being Safe	BS16	How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	9.7, 10.5B, 10.7, 10.8, 11.2, 11.3A, 11.3B, 11.3C, 11.5B, 11.5C
Intimate and Sexual Relationships	ISR1	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	9.5A, 10.1, 11.4
Intimate and Sexual Relationships	ISR2	The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	11.4

Intimate and Sexual Relationships	ISR3	Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	11.5C
Intimate and Sexual Relationships	ISR4	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.	9.4, 10.1, 10.2, 10.5A, 11.5A
Intimate and Sexual Relationships	ISR5	That some sexual behaviours can be harmful.	9.3A, 11.5A, 11.5B
Intimate and Sexual Relationships	ISR6	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.	11.4
Intimate and Sexual Relationships	ISR7	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	10.5A
Intimate and Sexual Relationships	ISR8	How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	11.5A
Intimate and Sexual Relationships	ISR9	The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	11.5A
Intimate and Sexual Relationships	ISR10	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	10.5A, 11.2, 11.5A
Intimate and Sexual Relationships	ISR11	How and where to seek support for concerns around sexual relationships including sexual violence or harms.	10.5A, 11.5A, 11.5B, 11.5C
Intimate and Sexual Relationships	ISR12	How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	10.5A, 11.5A, 11.5B
Mental Wellbeing	MW1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	11.3A, 11.3B
Mental Wellbeing	MW2	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	7.3B, 8.3B, 11.3A
Mental Wellbeing	MW3	That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	8.3B, 11.3A, 11.3B
Mental Wellbeing	MW4	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	10.3, 11.3A, 11.3B
Mental Wellbeing	MW5	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	11.3A, 11.3B

Mental Wellbeing	MW6	How to critically evaluate which activities will contribute to their overall wellbeing.	10.3, 11.1, 11.2, 11.3A, 11.3B, 11.3C, 11.5B
Mental Wellbeing	MW7	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	11.3A, 11.3B
Mental Wellbeing	MW8	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	11.3A
Mental Wellbeing	MW9	That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	9.3B, 11.2, 11.3A
Wellbeing Online	WBO 1	About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	9.6
Wellbeing Online	WBO 2	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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	9.6
Wellbeing Online	WBO 3	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.	10.6
Wellbeing Online	WBO 4	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	11.3A
Wellbeing Online	WBO 5	How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	10.6
Wellbeing Online	WBO 6	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	10.6, 11.2
Wellbeing Online	WBO 7	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	10.6
Physical Health and Fitness	PHF1	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	11.3C
Physical Health and Fitness	PHF2	Factual information about the prevalence and characteristics of more serious health conditions.	11.3C
Physical Health and Fitness	PHF3	That physical activity can promote wellbeing and combat stress.	11.3C
Physical Health and Fitness	PHF4	The science relating to blood, organ and stem cell donation.	11.3C
Healthy Eating	HE1	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	7.3B, 11.3C

Healthy Eating	HE2	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	11.3C
Healthy Eating	HE3	The impacts of alcohol on diet and unhealthy weight gain.	11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 1	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 2	The law relating to the supply and possession of illegal substances.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 3	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 4	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 5	The dangers of the misuse of prescribed and over-the-counter medicines.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 6	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	9.3B, 11.2
Drugs, Alcohol, Tobacco and Vaping	DATV 7	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	9.3B, 11.2
Health Protection and Prevention	HPP1	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	7.3B
Health Protection and Prevention	HPP2	Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	7.3B
Health Protection and Prevention	HPP3	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	11.3C
Health Protection and Prevention	HPP4	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	11.3C
Health Protection and Prevention	HPP5	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	7.3B
Health Protection and Prevention	HPP6	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	11.3C
Health Protection and Prevention	HPP7	The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	11.4

Health Protection and Prevention	HPP8	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	11.2, 11.3A, 11.3B, 11.3C, 11.4, 11.5A
Health Protection and Prevention	HPP9	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	11.3A
Personal Safety	PS1	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	9.8A, 10.8
Personal Safety	PS2	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	9.8A, 10.8
Personal Safety	PS3	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	9.8A, 10.8
Personal Safety	PS4	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	9.8A, 10.8
Personal Safety	PS5	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	9.8A, 10.8
Personal Safety	PS6	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	9.8A
Basic First Aid	BFA1	Basic treatment for common injuries and ailments.	9.8B
Basic First Aid	BFA2	Life-saving skills, including how to administer CPR.	9.8B
Basic First Aid	BFA3	The purpose of defibrillators, when one might be needed and who can use them.	9.8B
Developing Bodies	DB1	The main changes which take place in males and females, and the implications for emotional and physical health.	7.2, 8.2, 9.4, 10.4, 10.5A, 11.4, 11.5A
Developing Bodies	DB2	The facts about puberty, the changing adolescent body, including brain development.	7.2, 8.2, 9.4, 10.4, 10.5A, 11.4, 11.5A
Developing Bodies	DB3	About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	11.3C
Developing Bodies	DB4	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	11.4

ANNEX 2: THE SCIENCE CURRICULUM

Set out below are extracts from the Catholic Education service's *'A model Framework for Catholic Secondary RSE'* and the sections that overlap with the science curriculum and when we teach them

Under Theme 1: Created and Loved by God

The highlighted portion of the 'My health' section is taught in Year 8 at KS3 and Year 10 in KS4.

	KS3	KS4&5
Living in the wider world	**Pupils should be taught:** 3.3.3.1. The purpose and importance of immunisation and vaccination 3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence 3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers. 3.3.3.4. They have responsibilities towards their local, global and national community and creation 3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	**Pupils should be taught:** 4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk 4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity 4.3.3.3. That extremism and intolerance in whatever forms they take, such as online bullying, hate speech, physical violence and knife crime, are never acceptable 4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable 4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Life cycles and fertility is taught in Year 7 in KS3.
The yellow highlighted is taught in Year 11 in KS4 and the green highlighted is taught in Year 10 in KS4.

	KS3	KS4&5
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 3.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems 3.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome **Fertility** 3.1.5.3. About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation 3.1.5.5. The negative impact of substance use on both male and female fertility	**Pupils should be taught:** **Life cycles** 4.1.5.1. Human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external 4.1.5.2. About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome 4.1.5.3. The different stages in the development of an unborn child in the womb from the moment of conception to birth **Fertility** 4.1.5.4. About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods 4.1.5.5. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause). 4.1.5.6. The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility

Under Theme 3: Created to live in community (local, national and global)

We teach all of this in Year 10, none of the highlighted sections are taught at KS3.

	KS3	KS4&5
Living in the wider world	**Pupils should be taught:** 3.3.3.1. The purpose and importance of immunisation and vaccination 3.3.3.2. That certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence 3.3.3.3. The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support for themselves or their peers. 3.3.3.4. They have responsibilities towards their local, global and national community and creation 3.3.3.5. There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others 3.3.3.6. That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so 3.3.3.7. Recognise stereotypes and how they can encourage damage and prejudice 3.3.3.8. The potential tensions between human rights, English law and cultural and religious expectations and practices 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)	**Pupils should be taught:** 4.3.3.1. About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk 4.3.3.2. To understand the need to respect others' faith and cultural expectations concerning relationships and sexual activity 4.3.3.3. That extremism and intolerance in whatever forms they take, such as online bullying, hate speech, physical violence and knife crime, are never acceptable 4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable 4.3.3.5. The shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern 4.3.3.6. About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community 4.3.3.7. To recognise when relationships are unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour-based violence, forced marriage, sexual harassment, sexual abuse and rape) and strategies to manage this or access support for self or others at risk 4.3.3.8. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)