BLENHEIM SCHOOLS

RELATIONSHIP, SEX & HEALTH EDUCATION (RSHE) POLICY

MOUNT HOUSE SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

Contents

1. Legal framework and linked policies 2

2. Policy context and rationale 3

3. Principles and aims of effective RSHE 3

4. Definitions 5

5. Delivery of RSHE 5

6. Equality, diversity and inclusion 7

7. Curriculum and monitoring 8

8. Responding to pupils' questions 8

9. RSHE and safeguarding 9

10. Involving parents and carers 9

11. Policy review 10

1. Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
The Human Rights Act 1998
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Spiritual, Moral, Social, and Cultural (SMSC) policy

➢ Equal opportunities Policy
➢ Online safety policy

2. Policy context and rationale

This relationships, sex and health education policy covers **Mount House school's** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **Mount House school** and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

RSHE provision at **Mount House** strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3. Principles and aims of effective RSHE

RSHE provision at **Mount House**

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by **assistant head pastoral.**
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4. Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- *At **Mount House** we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.*
- *Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.*

5. Delivery of RSHE

At Mount House School, RSHE is delivered through a planned, age-appropriate and responsive whole-school programme. All pupils receive a formal timetabled RSHE/PSHE lesson every fortnight, delivered by their **Head of Year**.

Delivery by Heads of Year is an important feature of our approach. Heads of Year have a strong knowledge and understanding of the pupils within their year group and the pastoral, social and safeguarding issues that may affect them. This enables them to approach sensitive topics with an understanding of the cohort, respond appropriately to emerging needs and identify or follow up any safeguarding concerns that may arise through discussion or disclosure. It also helps pupils to learn within a safe, consistent and supportive environment with a trusted member of staff.

Our planned curriculum is informed by statutory RSHE requirements, pupil voice, safeguarding intelligence and the changing needs of our school community. Lessons are adapted appropriately to ensure that learning is accessible and inclusive, including for pupils with SEND, while maintaining high expectations for all.

RSHE is not limited to the discrete timetabled lesson. It forms part of our wider whole-school wellbeing and personal development approach, with pupils encountering opportunities to develop their understanding of relationships, health, safety, equality, respect and wider society throughout school life.

This includes Votes for Schools, where pupils regularly explore and debate topical social and ethical issues; vertical House discussions and assemblies, which enable pupils of different ages to learn from and listen to one another; the wider Morning Programme; assemblies; wellbeing activities; and relevant curriculum areas such as Science. These opportunities allow pupils to apply their RSHE knowledge to contemporary issues and real-life contexts.

Staff are also encouraged to respond appropriately to relevant "in the moment" opportunities. Where issues emerge through current events, pupil questions, pastoral conversations or the wider life of the school, these can be used to reinforce learning, address misconceptions and signpost pupils towards appropriate support. This ensures that our RSHE provision remains responsive while sitting within a carefully planned and sequenced curriculum.

A wide range of teaching approaches is used to ensure that pupils can participate safely and meaningfully. These include discussion, scenarios and role-play, individual and private reflection, quizzes and fact-finding, values spectrums, debate, independent research, case studies and creative activities. Ground rules and appropriate distancing techniques are used particularly when discussing sensitive subjects, enabling pupils to explore issues without being required to disclose personal experiences.

Annual RSE Day and specialist provision

Each year, Mount House School holds a dedicated whole-school RSE Day. This complements, rather than replaces, the timetabled curriculum and enables us to provide extended learning, specialist workshops and targeted provision in response to emerging pupil needs, safeguarding themes, pupil voice and relevant local and national priorities.

External visitors, specialists and agencies may be invited to contribute where their expertise adds value to our planned curriculum. Their involvement provides pupils with access to specialist knowledge, different perspectives and additional ways of engaging with important aspects of relationships, health and personal safety.

Where external providers are used, Mount House School retains responsibility for the curriculum and will follow the principles set out within the relevant DfE statutory RSHE guidance. External provision is carefully quality assured: we only work with speakers and organisations where we have confidence in their expertise, approach and intended learning outcomes. Materials and resources are reviewed by the school in advance to ensure that they are age-appropriate, inclusive, factually accurate and consistent with our safeguarding responsibilities and school values.

Through this combination of fortnightly specialist pastoral teaching, wider curriculum opportunities, pupil voice, responsive pastoral practice, whole-school provision and carefully selected external expertise, RSHE is embedded within the everyday culture of Mount House School and supports our wider commitment to helping every pupil Be You, Belong, Become.

Roles and responsibilities

The governing board
will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher
is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

Assistant Head pastoral *has responsibility for:*

- *Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.*
- *Overseeing all required content is coherently planned and consistently taught across year groups.*
- *Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.*
- *Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.*

***Staff** are responsible for:*

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about t eaching RSE are encouraged to discuss this with the Headteacher

6. Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7. Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at **Mount House** The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including Boost Hodder, Votes for schools, The day, PSHE Association, Cre8tive Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

*Pupils' learning will be assessed **every half term** to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.*

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the AHP. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

8. Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a

questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9. RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10. Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at **Mount House** through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey, RSE coffee mornings and opportunities to meet the AHP such as the September parents welcome evening. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to

parents and carers through an annual workshop held on RSE day, which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Mr Cooper, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, **Mount House** will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11. Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

- **Appendix one**
- **Curriculum coverage PSHE, RSE and health education**

MOUNT HOUSE SCHOOL

YEAR 7 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit	Lesson		Learning Objectives (Pupils will...)	Knowledge & Skills	Statutory RSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Mount House Enhancement	Resources	Evidence
1 Transition & Belonging	1	Welcome to PSHEE	Understand the purpose of PSHEE, classroom expectations and how the subject supports wellbeing and development. Identify trusted adults and support available.	Establish discussion rules, recognise support networks, understand confidentiality and safeguarding.	Mental Wellbeing; Caring Friendships	Retrieval questions, discussion, exit ticket	Vocabulary support, discussion prompts, challenge questions	Self-awareness, belonging	Mutual Respect	Morning Programme, ASKRSE, Digital Worry Box	Slides, discussion cards	Teacher observation, reflection
	2	Rights, Responsibilities and Respect	Understand rights and responsibilities within the school community. Explore respect, kindness and inclusion.	Collaboration, respectful communication, active listening.	Respectful Relationships	Scenario discussion, self-reflection	Sentence starters, extension scenarios	Respect, empathy	Rule of Law, Mutual Respect	House System	Case studies	Reflection task
Health & Wellbeing	3	What is Health?	Explain the different dimensions of health and wellbeing. Recognise factors that influence physical and mental health.	Physical, emotional, social and mental wellbeing.	Mental Wellbeing; Physical Health	Mind map, retrieval quiz	Visual organisers	Self-reflection	Individual Liberty	Wellbeing Week	Health continuum	Exercise book
	4	Healthy Eating	Explain the principles of a balanced diet and the importance of nutrition during adolescence.	Food groups, hydration, informed choices.	Healthy Eating	Food diary evaluation	Scaffolded meal planning	Responsibility	Individual Liberty	Morning Programme	NHS Eatwell resources	Teacher assessment
	5	Physical Activity	Explain the physical and mental benefits of regular exercise and identify barriers to participation.	Goal setting, healthy habits, motivation.	Physical Health and Fitness	Personal activity plan	Choice of activities	Resilience	Individual Liberty	PE Department	Planning template	Reflection
Healthy Lifestyles	6	Sleep and Wellbeing	Explain the importance of sleep for physical health, emotional wellbeing and learning.	Sleep hygiene, routines, digital habits.	Mental Wellbeing	Exit ticket	Visual prompts	Self-management	Individual Liberty	Votes for Schools (screen time)	Sleep case studies	Book evidence
	7	Basic First Aid	Recognise situations requiring first aid and know how to respond appropriately, including seeking adult help.	Emergency response, CPR awareness, recovery position, calling 999.	Basic First Aid	Scenario assessment	Demonstration and modelling	Responsibility	Rule of Law	RSE Day / External workshop	First aid resources	Observation
	8	Personal Hygiene	Explain the importance of personal hygiene during adolescence and understand how to maintain good health.	Self-care, routines, wellbeing.	Health and Prevention	Retrieval task	Visual organisers	Responsibility	Individual Liberty	Morning Programme	Hygiene resources	Book evidence
Relationships & Respect	9	Different Types of Relationships	Identify different types of healthy relationships and recognise the characteristics of positive relationships.	Families, friendships, trusted adults.	Families; Respectful Relationships	Sorting task	Visual examples	Empathy	Mutual Respect	Morning Programme	Relationship cards	Reflection
	10	Positive Friendships	Explore the qualities of healthy friendships and strategies for maintaining positive relationships.	Conflict resolution, communication.	Caring Friendships	Group discussion	Structured prompts	Respect	Mutual Respect	Working with Boys / Girls on Board	Scenarios	Observation
	11	Banter vs Bullying	Distinguish between banter and bullying and understand how to respond safely as a bystander.	Reporting, empathy, challenging behaviour.	Respectful Relationships	Case study analysis	Scaffolded questions	Compassion	Mutual Respect	Anti-Bullying Week	Case studies	Reflection
	12	Online Relationships	Recognise how respectful behaviour applies online and identify strategies for staying safe when communicating digitally.	Digital citizenship, online communication.	Online Relationships	Retrieval and scenarios	Vocabulary support	Responsibility	Individual Liberty	Digital Citizenship Education	CEOP resources	Teacher assessment
Online Life & Media	13	Digital Wellbeing	Understand the impact of screen time and develop strategies for balancing online and offline life.	Screen time, mental health, balanced habits.	Mental Wellbeing; Online Safety	Exit ticket	Visual prompts	Self-management	Individual Liberty	Votes for Schools (digital life topics)	Screen time case studies	Reflection
	14	Online Safety	Identify risks online and know how to stay safe, report concerns and seek support.	Privacy, online risks, reporting, support.	Online Safety	Scenario responses	Step-by-step guides	Responsibility	Rule of Law	Project Guardian (BTP & TfL)	Safety resources	Book evidence
Drugs, Alcohol & Risk	15	Drugs and Medicine	Differentiate between medicines and illegal drugs and understand the risks to health and law.	Medicine safety, illegal drugs, informed choices.	Drugs, Alcohol and Tobacco	Retrieval quiz	Vocabulary support	Responsibility	Rule of Law	Morning Programme	Scenario cards	Teacher judgement
	16	Alcohol and Peer Pressure	Understand the effects of alcohol, the law and how to manage peer pressure.	Units, effects, peer influence, refusal skills.	Drugs, Alcohol and Tobacco	Role play	Supported scripts	Resilience	Individual Liberty	Girls on Board / Working with Boys	Scenarios	Observation
	17	Smoking and Vaping	Explore the risks of smoking and vaping and develop strategies to make informed choices.	Nicotine, addiction, health risks.	Drugs, Alcohol and Tobacco	Myth vs fact activity	Dual coding	Self-management	Individual Liberty	Votes for Schools (health topics)	Infographics	Reflection
Growing Up & Puberty	18	Puberty and Changing Bodies	Understand the physical and emotional changes of puberty and appreciate that everyone develops differently.	Puberty changes, body confidence, self-care.	Changing Adolescent Body	Question box Q&A	Anonymous questions	Self-awareness	Mutual Respect	RSE Day	Puberty resources	Reflection
	19	Emotional Wellbeing and Coping Strategies	Recognise a range of emotions, explore healthy coping strategies and know where to seek support.	Emotions, coping strategies, help-seeking.	Mental Wellbeing	Reflection journal	Emotion word banks	Self-management	Individual Liberty	Wellbeing Week, ASKRSE	Reflection booklet	Teacher observation

ASSESSMENT: IPSATIVE MODEL

At Mount House School we use an ipsative assessment model for PSHEE. Judgements are made at the end of each unit using a range of evidence.

- **3** EXTENDING — The pupil confidently applies their knowledge and skills, demonstrates secure understanding and is beginning to make wider connections independently.
- **2** SECURE — The pupil has achieved the intended learning outcomes and demonstrates a sound understanding of the key knowledge and skills.
- **1** NEEDS SUPPORT — The pupil requires further teaching, guidance or opportunities to secure the intended learning outcomes.
- **A** ABSENT — Insufficient evidence due to absence.
- **C** CAUSE FOR CONCERN — A pastoral, wellbeing or safeguarding concern is impacting engagement or progress and appropriate support will be put in place.

SAFE RESPECTFUL AMBITIOUS TOGETHER

PSHEE at Mount House School empowers young people to Be You, Belong and Become.

MOUNT HOUSE SCHOOL

YEAR 8 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit	Lesson		Learning Objectives (Pupils will…)	Knowledge & Skills	Statutory RSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Mount House Enhancement	Resources	Evidence
Personal Development	1	Creating a Safe, Respectful and Inclusive Learning Community	Establish expectations for Year 8 PSHEE, understand confidentiality, safeguarding and support available in school.	Respectful dialogue, pupil voice, confidentiality, safeguarding pathways.	Mental Wellbeing; Respectful Relationships	Retrieval activity, discussion, exit ticket	Vocabulary support, discussion prompts, challenge questions	Self-awareness, belonging	Mutual Respect, Democracy	Morning Programme, Student Council, ASKRSE, Digital Worry Box	PSHE Charter, discussion cards, safeguarding poster	Teacher observation, reflection
	2	Values, Identity and Responsible Decision Making	Explore personal values and how they influence identity, behaviour and decision making.	Identity, integrity, empathy, values, decision making.	Respectful Relationships; Living in the Wider World	Values ranking, reflection	Sentence stems, scaffolded discussion	Reflection, empathy	Mutual Respect, Individual Liberty	EDI Week, Votes for Schools	Values cards, identity wheel	Reflection task
	3	Emotional Wellbeing, Resilience and Self-Regulation	Develop resilience and healthy coping strategies; recognise when support is needed.	Emotional literacy, resilience, self-regulation, help-seeking.	Mental Wellbeing	Wellbeing audit, retrieval quiz	Emotion word banks, visual prompts	Self-awareness, self-management	Individual Liberty	Wellbeing Week, Wellbeing Leaders	Wellbeing wheel, NHS resources	Reflection booklet
Mental Wellbeing	4	Managing Change and Building Resilience	Recognise change as part of adolescence and develop strategies to build resilience.	Growth mindset, resilience, coping strategies, strengths.	Mental Wellbeing	Resilience plan, scenario responses	Scaffolded reflection, visual timelines	Resilience	Individual Liberty	Morning Programme	Resilience toolkit, scenarios	Teacher observation
	5	Body Image, Self-Esteem and Media Influence	Evaluate media influence on body image and develop positive self-esteem.	Media literacy, body confidence, self-esteem, diversity.	Mental Wellbeing	Media analysis, exit ticket	Visual examples, vocabulary support	Self-respect	Mutual Respect	Halo Code, EDI Week	Media examples, Dove resources	Reflection
	6	Digital Wellbeing, Screen Time and Healthy Habits	Evaluate digital habits and develop strategies for healthy technology use.	Screen time, digital balance, online wellbeing, habits.	Mental Wellbeing; Online Relationships	Digital wellbeing audit, retrieval quiz	Visual organisers, choice of tasks	Self-management	Individual Liberty	Smartphone-Free School, CEOP	Digital planner, CEOP resources	Teacher assessment
Managing Risk & Personal Safety	7	Assessing Risk and Making Safe Decisions	Assess risks and make informed decisions in a range of situations online and offline.	Risk assessment, consequences, decision making.	Health & Prevention; Keeping Safe	Scenario assessment, exit ticket	Decision-making frameworks	Responsibility	Rule of Law	Project Guardian	Risk scenarios, decision guides	Teacher judgement
	8	Recognising Exploitation and Staying Safe	Recognise exploitation and grooming; know how to seek support.	Exploitation, coercion, reporting concerns, support routes.	Keeping Safe	Scenario discussion, reflection	Safeguarding flowcharts, visual prompts	Compassion	Rule of Law	CEOP, Prevent, Digital Worry Box	CEOP resources, case studies	Reflection sheet
	9	Extremism, Radicalisation and Critical Thinking	Develop critical thinking to recognise misinformation and harmful influence.	Critical thinking, misinformation, democracy, influence.	Living in the Wider World; Keeping Safe	Source analysis, retrieval quiz	Structured source analysis	Moral reasoning	Democracy, Rule of Law	Prevent, Votes for Schools	News articles, Prevent resources	Source analysis output
Relationships, Identity & Equality	10	Families, Care and Belonging	Explore family diversity and understand positive family relationships.	Family structures, communication, support, belonging.	Families & Respectful Relationships	Reflection task, retrieval questions	Inclusive examples, vocabulary support	Belonging	Mutual Respect	Morning Programme	Family scenarios	Reflection
	11	Equality, Diversity and Challenging Stereotypes	Understand equality and challenge stereotypes, prejudice and discrimination.	Equality Act, prejudice, stereotypes, allyship.	Respectful Relationships; Living in the Wider World	Case study analysis, exit ticket	Vocabulary support, extension tasks	Respect	Mutual Respect, Tolerance	Halo Code, EDI Week	Equality Act resources	Reflection
	12	Identity, Belonging and Respect	Develop critkiny and appreciate divernise while promoting inclusion and respect.	Identity, culture, beliefs, inclusion, empathy.	Respectful Relationships	Identity wheel, group discussion	Identity templates, paired discussion	Cultural understanding	Individual Liberty Tolerance	Community Leaders, Student Council	Identity wheel, case studies	Reflection output
Healthy Relationships	13	Healthy Romantic Relationships	Identify characteristics of healthy romantic relationships and recognise unhealthy behaviours.	Trust, communication, equality, respect, warning signs.	Families & Respectful Relationships	Scenario analysis, retrieval quiz	Structured discussion, visual examples	Respect	Mutual Respect	Working With Boys, Girls on Board, School of Sexuality	Relationship cards, scenarios	Teacher observation
	14	Consent, Boundaries and Respect	Understand consent and boundaries; apply respectful communication.	Consent, boundaries, autonomy, communication.	Respectful Relationships	Scenario responses, role play	Sentence stems, role play scaffolds	Responsibility	Individual Liberty	RSE Day, School of Sexuality	Consent scenarios, FRIES model	Reflection sheet
Living in the Wider World	15	Financial Wellbeing and Consumer Awareness	Develop financial awareness and evaluate responsible consumer choices.	Budgeting, spending, advertising, savings, priorities.	Living in the Wider World	Budget activity, retrieval quiz	Scaffolded planners, visual prompts	Responsibility	Individual Liberty	WOHAA, Enterprise Week	Budget planner, advertising examples	Teacher assessment
	16	Democracy, Citizenship and Positive Participation	Understand democracy and contribute positively to school and society.	Democracy, leadership, participation, representation.	Living in the Wider World	Debate, reflection, exit ticket	Discussion prompts, vocabulary support	Citizenship	Democracy	Votes for Schools, Student Council, House System	Debate resources, articles	Observation
	17	Reflection, Goal Setting and Personal Growth	Reflect on progress and set meaningful goals for Year 9.	Reflection, aspirations, goals, resilience, self-improvement.	Mental Wellbeing; Living in the Wider World	Self-assessment, goal-review	Goal-setting templates, scaffolded reflection	Self-reflection	Individual Liberty	VESPA, Student Leadership	Reflection booklet, goal planner	Reflection booklet
	18	End of Year Review and Student Voice	Evaluate Year 8 learning and provide feedback to improve the PSHEE curriculum.	Evaluation, pupil voice, curriculum improvement.	Whole School Personal Development	Student voice survey, reflection	Supported reflection, question stems	Participation	Democracy	Student Council, Votes for Schools, 'You Said, We Did'	Student Voice Survey, feedback forms	Curriculum evaluation

ASSESSMENT: IPSATIVE MODEL

At Mount House School we use an ipsative assessment model for PSHEE. Judgements are based on effort, engagement and individual progress.

SAFE RESPECTFUL AMBITIOUS TOGETHER

3 EXTENDING — The pupil consistently applies their knowledge and skills, demonstrates secure understanding and makes connections independently.

2 SECURE — The pupil has achieved the intended learning outcomes and demonstrates a sound understanding of the knowledge and skills.

1 NEEDS SUPPORT — The pupil requires further teaching, guidance or opportunities to secure the intended learning outcomes.

A ABSENT — Insufficient evidence due to absence.

C CAUSE FOR CONCERN — A pastoral, wellbeing or safeguarding concern is impacting engagement or progress and requires support will be put in place.

PSHEE at Mount House School empowers young people to **Be You, Belong** and **Become**.

MOUNT HOUSE SCHOOL

YEAR 9 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit		Lesson	Learning Objectives (Pupils will…)	Knowledge & Skills	Statutory RSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Mount House Enhancement	Resources	Evidence
Personal Development	1	Creating a Safe, Respectful and Inclusive Learning Community	…establish expectations for Year 9 PSHEE and understand confidentiality, safeguarding and support available in school.	Respectful dialogue, pupil voice, confidentiality, safeguarding pathways.	Mental Wellbeing; Respectful Relationships	Retrieval activity, discussion, exit ticket	Vocabulary support, discussion prompts, challenge questions	Self-awareness, belonging	Mutual Respect, Democracy	Morning Programme, Student Council, ASKRSE, Digital Worry Box	PSHE Charter, discussion cards, safeguarding poster	Teacher observation, reflection
	2	Aspirations, Values and Goal Setting	…explore personal values and set meaningful goals to support future success.	Values, identity, goal setting, time management, perseverance.	Respectful Relationships; Living in the Wider World	Values ranking, reflection, goal-setting activity	Sentence stems, scaffolded discussion, goal templates	Reflection, ambition	Mutual Respect, Individual Liberty	EDI Week, Votes for Schools	Values cards, goal-setting worksheets	Reflection task, goal tracker
Mental Wellbeing	3	Recognising the Signs of Poor Mental Health	…identify early signs of poor mental health in others and understand when to seek support.	Mental health conditions, warning signs, stigma, help-seeking.	Mental Wellbeing	Wellbeing audit, scenario tasks, retrieval quiz	Emotion cards, visual prompts, case studies	Self-awareness, empathy	Individual Liberty	Wellbeing Week, Wellbeing Leaders	Wellbeing wheel, NHS resources	Reflection booklet
	4	Looking After Emotional Wellbeing	…develop strategies to promote positive wellbeing, resilience and self-care.	Coping strategies, self-care, resilience, gratitude, physical wellbeing.	Mental Wellbeing	Resilience plan, media analysis, exit ticket	Scaffolded reflection, visual timelines	Resilience	Individual Liberty	Morning Programme	Resilience toolkit, self-care cards	Teacher observation
	5	Support Networks and Help-Seeking	…identify trusted adults and services and understand how to access support.	Trusted adults, services, barriers, confidentiality, early intervention.	Mental Wellbeing; Keeping Safe	Support network map, scenario analysis, exit ticket	Support maps, structured scenarios	Compassion, responsibility	Mutual Respect	ASKRSE, Digital Worry Box, MHFA trained staff	Support network templates, Childline resources	Teacher assessment
	6	Loneliness, Belonging and Connection	…understand loneliness and explore how to build positive connections and belonging.	Loneliness vs isolation, belonging, empathy, community.	Mental Wellbeing; Respectful Relationships	Belonging audit, case study analysis, reflection journal	Emotion scales, pair discussion prompts	Belonging, empathy	Mutual Respect, Democracy	House System, Community Leaders	Belonging wheel, case studies	Reflection journal
Healthy Relationships & Sexual Health	7	Choices Around Sex	…explore factors that influence decisions about intimacy and understand readiness and respect.	Readiness, values, pressure, communication, respect, intimacy.	Intimate and Sexual Relationships	Scenario tasks, values continuum, exit ticket	Structured scenarios, vocabulary support	Respect, responsibility	Individual Liberty	School of Sexuality, RSE Day, Working with Boys	Scenarios, values cards, discussion guides	Teacher observation
	8	Pornography, Sexting and Image Sharing	…understand the impact of pornography and the risks of image sharing.	Pornography, sexting, privacy, exploitation, the law.	Online Relationships; Keeping Safe	Myth vs fact quiz, case study analysis, exit ticket	Visual prompts, structured discussion	Empathy, respect	Rule of Law, Individual Liberty	CEOP, School of Sexuality, RSE Day	CEOP resources, scenarios, videos	Reflection sheet
	9	Consent, Sex and the Law	…understand consent, coercion and the legal protections in relationships.	Consent, coercion, capacity, manipulation, the law.	Intimate and Sexual Relationships; Keeping Safe	Consent continuum, legal scenarios, retrieval quiz	Sentence stems, role-play scaffolds	Respect, integrity	Rule of Law	School of Sexuality, ASKRSE	Consent continuum cards, legal case scenarios	Exit ticket, observation
	10	Conception, Pregnancy and Reproductive Health	…understand conception, pregnancy and the importance of reproductive health.	Conception, pregnancy, fetal development, reproductive health.	Intimate and Sexual Relationships; Health & Prevention	Timeline activity, myth vs fact quiz, reflection	Diagrams, vocabulary mats, sequenced activities	Responsibility, appreciation of life	Individual Liberty	School of Sexuality, Wellbeing Week	NHS resources, pregnancy timeline cards	Completed timeline
	11	Recognising Abuse in Relationships	…identify abusive behaviours and know how to seek support safely.	Coercive control, abuse, exploitation, support services, safety.	Respectful Relationships; Keeping Safe	Relationship spectrum, case study analysis, reflection	Spectrum cards, structured scenarios	Empathy, compassion	Rule of Law, Mutual Respect	Project Guardian, Refuge, School of Sexuality	Relationship spectrum cards, support leaflets	Reflection sheet
Living in the Wider World	12	Financial Influencers & Online Scams	…recognise online financial risks and strategies to keep money safe.	Scams, influencers, gambling mechanics, financial risk.	Living in the Wider World	Scenario analysis, debate, exit ticket	Visual examples, vocabulary support	Responsibility, prudence	Individual Liberty	Votes for Schools, Enterprise Week	Scam case studies, financial literacy resources	Debate notes, exit ticket
	13	Digital Reputation and Careers	…understand digital footprints and how they impact future opportunities.	Digital footprint, privacy settings, employability, professionalism.	Online Relationships; Living in the Wider World	Reflection task, case studies, retrieval quiz	Reflection prompts, visual timelines	Self-awareness, ambition	Individual Liberty	Morning Programme, Careers Lead	Digital footprint activity, case studies	Reflection journal
	14	Tackling Misogyny and Harmful Gender Norms	…challenge harmful attitudes and promote equality and respect.	Sexism, stereotypes, misogyny, equality, respectful language.	Respectful Relationships; Equality	Debate, source analysis, exit ticket	Source cards, scaffolded debate	Respect, equality	Equality, Mutual Respect	Votes for Schools, Working with Boys	News articles, debate prompts	Debate notes, reflection
	15	Active Citizenship and Democracy	…debate issues, campaign and influence decisions in school and the wider community.	Democracy, civic action, campaigning, influence, student voice.	Citizenship; British Values	Campaign plan, reflection, exit ticket	Planning templates, sentence starters	Participation, leadership	Democracy, Individual Liberty	Student Council, Votes for Schools	Campaign planning resources	Council minutes, reflection
	16	Water Safety and Public Risk	…recognise risks around open water and understand safe behaviours.	Water safety, risk assessment, emergency actions.	Health & Prevention; Keeping Safe	Scenario tasks, reflection, exit ticket	Visual prompts, scenario cards	Responsibility, care for self and others	Mutual Respect	Assembly, Votes for Schools	Water safety leaflets, case scenarios	Reflection sheet
	17	Careers, Purpose and Aspirations	…explore pathways and develop plans for future success.	Careers, pathways, employability skills, aspiration.	Living in the Wider World	Goal-setting plan, research task, exit ticket	Pathway cards, vocabulary support	Ambition, perseverance	Individual Liberty	VESPA, Unifrog, Careers Fair	Unifrog activities, careers resources	Career plan, reflection
	18	End of Year Review and Student Voice schools	…evaluate Year 9 learning and provide feedback to improve the PSHEE curriculum.	Evaluation, pupil voice, curriculum improvement, reflection.	Whole School Personal Development	Student voice survey, reflection	Survey support, visual scales	Participation, self-reflection	Democracy, Individual Liberty	Student Council, 'You Said, We Did'	Student voice survey, feedback forms	Curriculum evaluation report

ASSESSMENT: IPSATIVE MODEL

At Mount House School we use an ipsative assessment model for PSHEE. Judgements are based on effort, engagement and individual progress.

SAFE · RESPECTFUL · AMBITIOUS · TOGETHER

3 EXTENDING — The pupil consistently applies their knowledge and skills, demonstrates confidence, understanding and makes meaningful connections confidently.

2 SECURE — The pupil has achieved the intended learning outcomes and demonstrates a sound understanding of the content.

1 NEEDS SUPPORT — The pupil requires further teaching, guidance or opportunities to secure the intended learning outcomes.

A ABSENT — Insufficient evidence due to absence.

C CAUSE FOR CONCERN — A pastoral, wellbeing or safeguarding concern is impacting engagement or progress and requires timely support put in place.

MOUNT HOUSE SCHOOL

YEAR 10 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit		Lesson	Learning Objectives (Pupils will…)	Knowledge & Skills	Statutory RSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Mount House Enhancement	Resources	Evidence
Personal Development	1	Creating a Safe, Respectful and Inclusive Learning Community	…establish expectations for Year 10 PSHEE, confidentiality, respectful debate and safeguarding while preparing for mature discussions.	Respect, safeguarding, confidentiality, student voice, critical discussion, belonging.	Mental Wellbeing; Respectful Relationships	Retrieval quiz, discussion, exit ticket	Vocabulary support, discussion prompts, challenge questions	Self-awareness, belonging	Mutual Respect, Democracy	Morning Programme, Student Council, ASKRSE, Digital Worry Box	PSHE Charter, discussion cards, safeguarding poster	Teacher observation, reflection
	2	Aspirations, Values and Responsible Decision Making	…reflect on values and aspirations, understand decision-making and plan for future success.	Values, aspirations, resilience, decision-making, ambition, motivation.	Respectful Relationships; Living in the Wider World	Values ranking, reflection, goal-setting activity	Sentence stems, scaffolded discussion, goal templates	Reflection, ambition	Individual Liberty	EDI Week, VESPA, Unifrog, Careers Programme	Values cards, goal-setting worksheets	Reflection task, aspiration plan
Health & Wellbeing	3	Health Literacy, AI and Health Misinformation	…critically evaluate health information, recognise misinformation and understand AI-generated content.	Health literacy, AI, algorithms, misinformation, evidence, critical thinking.	Health & Prevention	Source analysis, retrieval quiz	Source evaluation framework, guided examples	Critical thinking, responsibility	Rule of Law	Morning Programme, Votes for Schools, School Nurse	NHS, UKHSA resources, AI case studies	Evaluation grid, written justification
	4	Healthy Lifestyles and Preventative Health	…evaluate how lifestyle choices affect long-term health and identify strategies to improve wellbeing.	Lifestyle, nutrition, sleep, exercise, prevention, health inequalities.	Health & Prevention	Lifestyle audit, case study analysis	Visual organisers, lifestyle planners	Responsibility, self-care	Individual Liberty	Wellbeing Week, PE, Morning Programme	NHS Live Well, wellbeing audit templates	Action plan, reflection
	5	Health Screening, Vaccinations and Self-Examination	…understand vaccinations, screening programmes and self-examination in maintaining health.	Screening, vaccination, self-examination, prevention, early intervention.	Health & Prevention	Myth vs fact quiz, retrieval quiz	Case study cards, vocabulary support	Responsibility, protecting health	Individual Liberty	School Nurse, NHS Health Campaigns	UKHSA, NHS screening resources	Quiz results, reflection
	6	Mental Wellbeing, Stress and Emotional Resilience	…develop strategies to manage stress, build resilience and know when to seek support.	Stress, resilience, coping strategies, wellbeing, help-seeking.	Mental Wellbeing	Wellbeing plan, scenario analysis	Wellbeing toolkit, scaffolded reflection	Resilience, self-awareness	Individual Liberty	Wellbeing Week, Wellbeing Leaders, Place2Be	NHS Every Mind Matters, wellbeing toolkit	Wellbeing plan, teacher observation
Healthy Relationships & Equality	7	Healthy Relationships and Effective Communication	…evaluate healthy relationships through communication, empathy and conflict resolution.	Communication, trust, empathy, boundaries, conflict resolution.	Respectful Relationships	Scenario analysis, role-play assessment	Conversation prompts, structured discussion	Empathy, respect	Mutual Respect	Working with Boys, Girls on Board	Relationship scenarios, prompt cards	Teacher observation, reflection
	8	Parenting, Family Life and Future Relationships	…explore parenting responsibilities, family diversity and the skills needed to support children.	Parenting, attachment, family structures, responsibility, child development.	Families & Respectful Relationships	Parenting scenarios, reflection task	Case studies, vocabulary support	Compassion, responsibility	Mutual Respect	School of Sexuality, Morning Programme	Parenting case studies, budgeting activity	Reflection, scenario responses
	9	Consent, Coercion and Healthy Sexual Relationships	…apply understanding of consent to complex situations and recognise coercion and manipulation.	Consent, coercion, manipulation, communication, autonomy, healthy boundaries.	Intimate & Sexual Relationships	Case study analysis, legal quiz	Scenario cards, sentence stems	Respect, autonomy	Rule of Law	School of Sexuality, RSE Day	Consent continuum, legal scenarios	Written evaluation, quiz results
	10	VAWG, Misogyny and Bystander Intervention	…challenge misogyny and harmful attitudes and develop confidence to intervene safely.	VAWG, misogyny, stereotypes, allyship, bystander intervention, active citizenship.	Respectful Relationships; Keeping Safe	Debate, bystander scenarios	Guided discussion, response templates	Social responsibility, allyship	Mutual Respect, Rule of Law	Project Guardian, Votes for Schools, Morning Programme	VAWG resources, intervention cards	Debate notes, reflection
	11	Equality, Diversity and Challenging Discrimination	…challenge prejudice and discrimination and promote equality, inclusion and allyship.	Equality Act, prejudice, discrimination, allyship, inclusion.	Respectful Relationships; Living in the Wider World	Case study analysis, written evaluation	Scaffolded case studies, vocabulary support	Empathy, inclusion	Mutual Respect, Tolerance	Halo Code, EDI Week, Morning Programme	Equality Act resources, case studies	Written evaluation, reflection
	12	Gender Identity, Respect and Inclusion	…understand identity, challenge stereotypes and communicate respectfully.	Sex, gender, identity, stereotypes, respect, inclusion, dignity.	Respectful Relationships	Case study analysis, reflection	Discussion prompts, vocabulary support	Respect, dignity	Mutual Respect, Individual	EDI Week, Halo Code, Community Leaders	Identity resources, scenario cards	Reflection, teacher observation
Keeping Safe	13	Online Safety, AI, Chatbots and Deepfakes	…evaluate AI, chatbots, deepfakes and online manipulation while staying safe online.	AI, algorithms, chatbots, deepfakes, manipulation, digital footprint, misinformation.	Online Relationships; Keeping Safe	Source analysis, scenario evaluation	Evaluation framework, visual examples	Critical thinking, responsibility	Rule of Law	Morning Programme, Computing, Votes for Schools	AI case studies, CEOP, Ofcom resources	Evaluation grid, written justification
	14	Pornography, Image-Based Abuse and Online Consent	…evaluate the impact of pornography and image-based abuse and understand online consent.	Pornography, image-based abuse, consent, exploitation, dignity, legal protections.	Intimate & Sexual Relationships; Keeping Safe	Case study analysis, quiz	Scenario cards, structured discussion	Empathy, respect	Rule of Law	School of Sexuality, CEOP, RSE Day	Image-based abuse resources, case studies	Reflection, quiz results
	15	Personal Safety, Grooming and Exploitation	…recognise grooming and exploitation and apply strategies to reduce personal risk.	Grooming, exploitation, county lines, coercion, safeguarding, risk reduction.	Keeping Safe	Scenario analysis, reflection	Flowcharts, scaffolded scenarios	Resilience, responsibility	Rule of Law	Project Guardian, Prevent, CEOP	Prevent resources, grooming scenarios	Scenario responses, reflection
Living in the Wider World	16	Democracy, Citizenship and Living in Modern Britain	…evaluate democracy, rights and responsibilities and participate positively in society.	Democracy, citizenship, rights, responsibilities, participation, media literacy.	Living in the Wider World	Debate, media analysis, reflection	News summaries, debate frameworks	Participation, civic responsibility	Democracy, Rule of Law, Individual Liberty	Votes for Schools, Student Council, Community Leaders	The Day, UK Parliament resources	Debate notes, reflection
	17	Financial Wellbeing, Consumer Rights and Ethical Decision Making	…evaluate financial decisions, consumer rights and ethical choices in a digital world.	Budgeting, consumer rights, scams, influencers, ethical spending, financial risk.	Living in the Wider World	Budget task, scam analysis, written evaluation	Budget templates, scaffolded tasks	Responsibility, ethical thinking	Individual Liberty, Rule of Law	WOHAA, Unifrog, Enterprise Week	MoneyHelper, scam case studies, budget worksheets	Budget plan, written evaluation
	18	Reflection, Student Voice and Preparing for Year 11	…evaluate personal development, set targets for Year 11 and contribute to the PSHEE curriculum.	Reflection, resilience, leadership, aspiration, student voice, wellbeing.	Whole School Personal Development	Self-assessment, student voice survey, reflection	Reflection templates, structured prompts	Self-awareness, aspiration	Democracy, Individual Liberty	VESPA, Student Council, 'You Said … We Did'	Reflection booklet, survey forms, target planner	Reflection, target plan, survey results

ASSESSMENT: IPSATIVE MODEL

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3 EXTENDING [illegible]

2 SECURE [illegible]

1 NEEDS SUPPORT [illegible]

A ABSENT Insufficient evidence due to absence.

C CAUSE FOR CONCERN A pastoral, wellbeing or safeguarding concern is impacting on [illegible]

MOUNT HOUSE SCHOOL

YEAR 11 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit		Lesson	Learning Objectives (Pupils will…)	Knowledge & Skills	Statutory RSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Mount House Enhancement	Resources	Evidence
Personal Development	1	Creating a Safe, Respectful and Inclusive Learning Community	…establish expectations for Year 11, confidentiality, safeguarding, student voice and respectful discussion while preparing for adulthood.	Safeguarding, confidentiality, respectful dialogue, student voice, independence, inclusion.	Mental Wellbeing; Respectful Relationships	Retrieval activity, baseline assessment, discussion	Vocabulary support, sentence stems, challenge questions	Self-awareness, belonging	Mutual Respect, Democracy	Morning Programme, Student Council, ASKRSE, Digital Worry Box	PSHE Charter, discussion cards, safeguarding flowchart	Teacher observation, reflection, baseline booklet
	2	Preparing for GCSE Success, Wellbeing and Independent Learning	…develop strategies for balancing revision, wellbeing and resilience while preparing for GCSEs and post-16 life.	Revision strategies, VESPA, organisation, motivation, wellbeing, resilience.	Mental Wellbeing; Living in the Wider World	Revision plan, reflection, discussion	Revision templates, scaffolds, planning sheets	Self-reflection	Individual Liberty	VESPA, Unifrog, Careers Programme, Wellbeing Leaders	Revision planner, wellbeing toolkit, Unifrog resources	Personal action plan, teacher observation
Health & Wellbeing	3	Emotional Wellbeing, Stress and Burnout Prevention	…evaluate stress, recognise burnout and develop strategies to protect mental wellbeing during GCSEs.	Stress, burnout, coping strategies, sleep, exercise, mindfulness, resilience.	Mental Wellbeing	Wellbeing audit, action plan	Visual supports, scaffolded reflection, wellbeing toolkit	Resilience, self-awareness	Individual Liberty	Wellbeing Week, Wellbeing Leaders, Place2Be	NHS Every Mind Matters, wellbeing toolkit	Reflection, action plan, teacher observation
	4	Body Image, Media Influence and Self-Worth	…critically evaluate media influence, AI images and comparison culture while building positive self-worth.	Body image, AI images, social comparison, self-esteem, media literacy.	Mental Wellbeing	Media analysis, written evaluation	Image analysis, discussion prompts, vocabulary support	Self-awareness, identity	Individual Liberty	Halo Code, EDI Week, Morning Programme, Votes for Schools	Ofcom resources, media case studies	Media evaluation, reflection
	5	Bereavement, Loss and Supporting Others	…understand grief, develop compassion and support others experiencing loss.	Grief, coping strategies, empathy, support networks, resilience.	Mental Wellbeing	Reflection journal, case discussion	Guided discussion, case studies, support prompts	Compassion, empathy	Mutual Respect	Pastoral Team, Place2Be, Wellbeing Leaders	Hope Again, Winston's Wish resources	Reflection journal, teacher observation
Healthy Relationships & Sexual Health	7	Consent, Communication and Healthy Adult Relationships	…apply the principles of consent and communication in healthy adult relationships.	Consent, communication, boundaries, respect, trust, autonomy.	Intimate & Sexual Relationships	Scenario analysis, structured discussion	Scenario cards, sentence stems, vocabulary support	Respect, responsibility	Rule of Law	School of Sexuality, RSE Day, Working with Boys	Consent scenarios, Hodder Boost resources	Teacher assessment, reflection
	8	Sexual Relationships, Intimacy and Readiness	…evaluate readiness for intimacy and recognise the importance of respect, trust and communication.	Intimacy, readiness, emotional wellbeing, boundaries, mutual respect.	Intimate & Sexual Relationships	Reflection task, relationship scenarios	Inclusive case studies, guided discussion, visual prompts	Self-awareness, respect	Mutual Respect	School of Sexuality, Girls on Board	Relationship case studies	Reflection, teacher observation
	9	Sexual Health, Contraception and STI Prevention	…understand contraception, STI prevention and how to access confidential sexual health services.	Contraception, STIs, safer sex, testing, fertility, confidential healthcare.	Health & Prevention; Intimate & Sexual Relationships	Knowledge quiz, healthcare scenarios	Visual diagrams, comparison tables, structured tasks	Responsibility, informed decisions	Individual Liberty	School of Sexuality, NHS, RSE Day	NHS sexual health resources, Brook	Quiz results, reflection
	10	Pregnancy Choices, Parenthood and Future Aspirations	…evaluate pregnancy choices, parenting responsibilities and how they impact future aspirations.	Pregnancy, adoption, abortion, parenting, responsibilities, support services.	Families & Respectful Relationships	Scenario analysis, reflection	Case studies, structured discussion, sentence stems	Responsibility, compassion	Mutual Respect	School of Sexuality, NHS resources	Pregnancy choices resources, Brook	Reflection, teacher judgement
	11	Domestic Abuse, Coercive Control and Healthy Boundaries	…recognise abuse and coercive control, set healthy boundaries and identifying support pathways.	Coercive control, abuse, healthy boundaries, support services, safeguarding.	Respectful Relationships; Keeping Safe	Case study analysis, scenario discussion	Safeguarding scenarios, flowcharts, vocabulary support	Compassion, respect	Rule of Law	Project Guardian, School of Sexuality,	Domestic abuse resources	Reflection, teacher observation
Keeping Safe	12	Online Safety, AI, Deepfakes and Digital Reputation	…evaluate AI, deepfakes and digital footprints while protecting digital reputation.	AI, deepfakes, digital footprint, online reputation, privacy, cyber safety.	Online Relationships; Keeping Safe	Source analysis, scenario evaluation	Evaluation grids, visual examples, discussion prompts	Critical thinking, responsibility	Rule of Law	Morning Programme, Computing, CEOP	CEOP, Ofcom, UK Safer Internet Centre	Evaluation, teacher judgement
	13	Gangs, Knife Crime, Criminal Exploitation and County Lines	…recognise exploitation, county lines and the risks of knife crime while identifying support.	County lines, exploitation, knife crime, grooming, bystander intervention.	Keeping Safe	Scenario discussion, case analysis	Safeguarding flowcharts, case studies, vocabulary support	Responsibility, community safety	Rule of Law	Project Guardian, Prevent, Police partnership	Prevent resources, Fearless	Reflection, teacher observation
	14	Drugs, Vaping, Alcohol and Addiction	…evaluate the risks of substance misuse and recognise support services available.	Addiction, alcohol, vaping, prescription drugs, harm reduction, support services.	Health & Prevention	Knowledge quiz, case study analysis	Myths vs facts, visual prompts, structured tasks	Responsibility, self-awareness	Rule of Law	School Nurse, Prevent, Wellbeing Leaders	NHS Sexual resources	Quiz results, reflection
Living in the Wider World	15	Financial Independence, Tax, Credit and Consumer Rights	…develop financial literacy by understanding tax, credit, budgeting and consumer rights.	Tax, NI, payslips, budgeting, credit, borrowing, consumer rights.	Living in the Wider World	Budget challenge, financial scenarios	Budget templates, worked examples, differentiated tasks	Responsibility, independence	Individual Liberty	WOHAA, Enterprise Week, Careers Programme	MoneyHelper, Citizens Advice	Budget plan, teacher assessment
	16	Money, Debt, Gambling and Financial Wellbeing	…evaluate financial risks including scams, gambling and influencer marketing.	Debt, gambling, scams, cryptocurrency, influencer marketing, financial wellbeing.	Living in the Wider World	Scam identification, case study analysis	Real-life examples, scenario cards, guided discussion	Ethical decision-making	Rule of Law	Votes for Schools, Enterprise Week, WOHAA	FCA ScamSmart, MoneyHelper	Reflection, teacher observation
	17	Preparing for Post-16 Education, Employment and Adult Life	…prepare for post-16 pathways, employment, independent living and workplace expectations.	Employability, workplace rights, professional conduct, independent living, transferable skills.	Living in the Wider World	Transition plan, career action plan	Unifrog pathways, planning templates, one-to-one support	Aspiration, independence	Individual Liberty	Unifrog, Careers Programme, Alumni, VESPA	Unifrog, National Careers Service	Action plan, teacher observation
	18	Reflection, Student Voice and Transition Beyond Mount House	…reflect on personal growth, contribute to curriculum improvement and prepare confidently for adulthood.	Reflection, leadership, resilience, student voice, aspiration, citizenship.	Whole School Personal Development	Self-assessment, student voice survey, reflection	Reflection prompts, supported discussion, celebration activities	Self-awareness, leadership	Democracy; Mutual Respect	Student Council, Votes for Schools, "You Said… We Did",	Reflection booklet, student voice survey forms	Curriculum evaluation, personal targets

ASSESSMENT: IPSATIVE MODEL

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SAFE · RESPECTFUL · AMBITIOUS · TOGETHER

3 EXTENDING — The pupil consistently applies their knowledge and skills in sophisticatrd ways, shows deep understanding and makes exceptional progress.

2 SECURE — The pupil has achieved the intended learning outcomes and demonstrates a sound and developing understanding.

1 NEEDS SUPPORT — The pupil requires further teaching, guidance or opportunities to secure the learning outcomes.

A ABSENT — Insufficient evidence due to absence.

C CAUSE FOR CONCERN — A pastoral, wellbeing or safeguarding concern is impacting on progress and requires an approach or putin place. support intervtion.

MOUNT HOUSE SCHOOL

KS5 PSHEE SCHEME OF WORK 2026–2027

BE YOU • BELONG • BECOME

Unit		Lesson	Learning Objectives (Pupils will....)	Knowledge & Skills	Statutory PSHE Strand (2026 Guidance)	Assessment Opportunities	Adaptive Teaching	SMSC	FBV	Resources	Evidence
Personal Development	1	Becoming an Independent Sixth Former	...develop self-awareness, independence and organisation to thrive in KS5 and beyond.	Growth mindset, goal setting, time management, resilience, self-reflection.	Living in the Wider World; Health & Wellbeing	Retrieval activity, baseline assessment, discussion	Vocabulary support, sentence stems, challenge questions	Self-awareness, aspiration	Individual Liberty	PSHE Charter, goal setting sheet, time management tools	Teacher observation, reflection, goal setting document
	2	Leadership, Emotional Intelligence & Professional Conduct	...develop leadership skills, emotional intelligence and professional behaviours for future success.	Emotional intelligence, communication, leadership, professional standards.	Living in the Wider World; Health & Wellbeing	Reflection, case studies, peer feedback	Role play templates, scaffolds, challenge discussion	Empathy, responsibility	Mutual Respect	Leadership scenarios, EI worksheets, professional conduct guide	Peer feedback, role play evaluation, reflection
	3	Managing Stress, Burnout & Work-Life Balance	...understand stress and burnout and develop strategies for maintaining balance and wellbeing.	Stress management, coping strategies, boundaries, wellbeing habits.	Living in the Wider World; Health & Wellbeing	Wellbeing survey, reflection task	Wellbeing toolkit, guided questions, case examples	Resilience, self-care	Democracy	Stress management tools, mindfulness activities	Reflection journal, wellbeing plan, teacher observation
Health & Wellbeing	4	Looking After Your Physical Health	...understand key aspects of physical health and know how to maintain healthy lifestyle habits.	Exercise, sleep, hydration, preventative health, healthy habits.	Health & Wellbeing	Knowledge quiz, scenario discussion	Vocabulary support, visual prompts, challenge questions	Self-care, responsibility	Individual Liberty	Health fact sheets, activity trackers, case studies	Quiz results, reflection, health plan
	5	Nutrition, Body Image & Eating Disorders	...explore nutrition, body image and eating disorders with empathy and understanding.	Balanced diet, body image, eating disorders, media influence, self-esteem.	Health & Wellbeing: Respectful Relationships	Case studies, media analysis, reflection	Triggered content warnings, support scaffolds	Empathy, self-worth	Mutual Respect	Nutrition guides, media examples, helpline information	Media analysis, reflection journal, observation
	6	Preventative Healthcare, Vaccinations & Accessing NHS Services	...understand preventative healthcare, vaccinations and how to access health services.	Screening, vaccinations, NHS services, GP registration, sexual health services.	Health & Wellbeing	Scenario analysis, short answer quiz	Guided questions, NHS service maps, visual aids	Responsibility, community	Rule of Law	NHS resources, vaccination leaflets, service directories	Quiz results, scenario answers, reflection
	7	Medical Ethics, Organ Donation & AI in Healthcare	...explore ethical decisions in healthcare, organ donation and the impact of AI.	Medical ethics, organ donation, AI in healthcare, informed consent, privacy.	Health & Wellbeing: Living in the Wider World	Debate, case studies, written evaluation	Ethical frameworks, structured discussion, challenge tasks	Critical thinking, compassion	Democracy	Ethics case studies, organ donation info, AI resources	Debate evaluation, written reflection, knowledge quiz
Healthy Relationships & Sexual Health	8	Equality, Diversity & Inclusive Communities	...celebrate diversity and challenge discrimination in all its forms.	Equality, diversity, inclusion, discrimination, protected characteristics.	Respectful Relationships	Media analysis, class discussion	Vocabulary mats, case studies, group roles	Respect, inclusion	Mutual Respect	Equality resources, case studies, videos	Media analysis, reflection, observation
	9	Healthy Masculinity, Misogyny & Allyship	...understand healthy masculinity, challenge misogyny and support equality.	Masculinity, misogyny, gender stereotypes, allyship, respectful relationships.	Respectful Relationships	Reflection, scenario discussion	Sentence starters, role play templates, challenge tasks	Allyship, responsibility	Mutual Respect	Masculinity guides, case studies, allyship toolkit	Reflection journal, role play feedback, quiz
	10	Consent, Healthy Adult Relationships & the Law	...understand consent, healthy relationships and legal responsibilities.	Consent, boundaries, communication, law, coercion, respect.	Respectful Relationships; Keeping Safe	Scenario analysis, quiz, reflection	Legal myth cards, guided questions, scaffolded tasks	Respect, responsibility	Rule of Law	Consent scenarios, legal summaries, helpline cards	Scenario answers, quiz results, reflection
	11	Sexual Health, Fertility & Reproductive Choices	...understand sexual health, fertility and reproductive choices.	STIs, contraception, fertility, reproductive choices, testing services.	Health & Wellbeing: Respectful Relationships	Knowledge quiz, case studies	Visual guides, health professionals, Q&A session	Responsibility, respect	Individual Liberty	NHS resources, contraception guides, case studies	Quiz results, reflection, case study analysis
	12	Pornography, Digital Relationships & Healthy Intimacy	...develop media literacy and understand healthy intimacy in digital and real-world contexts.	Media literacy, pornography, intimacy, unrealistic expectations, communication.	Respectful Relationships; Keeping Safe	Scenario analysis, media evaluation	Discussion prompts, comparison tables, challenge tasks	Critical thinking, self-awareness	Individual Liberty	Media literacy resources, scenarios, reflection tasks	Media analysis, scenario answers, reflection
	13	Domestic Abuse, Coercive Control & Healthy Boundaries	...recognise abusive behaviours and know how to seek support.	Domestic abuse, coercive control, boundaries, support services, safeguarding.	Respectful Relationships; Keeping Safe	Case studies, reflection, quiz	Safeguarding prompts, vocabulary mats, support pathways	Empathy, safety	Rule of Law	Safeguarding resources, case studies, helplines	Case study analysis, reflection journal, quiz
Keeping Safe	14	Online Safety, AI, Deepfakes & Digital Reputation	...understand digital risks, AI, deepfakes and how to protect digital reputation.	AI, deepfakes, digital footprint, online reputation, privacy, cybersecurity.	Keeping Safe; Living in the Wider World	Scenario carousel, source analysis	Digital safety checklist, videos, guided questions	Critical thinking, responsibility	Rule of Law	AI resources, scenarios, reporting guides	Scenario answers, reflection, observation
	15	Knife Crime, Criminal Exploitation & Personal Safety	...recognise exploitation and risks and develop personal safety strategies.	Exploitation, county lines, grooming, peer pressure, safety planning, bystander actions.	Keeping Safe	Case studies, reflection, quiz	Safety flowcharts, case cards, role play templates	Empathy, resilience	Rule of Law	Safety planning templates, helplines, case studies	Case study analysis, reflection journal, quiz results
	16	Drugs, Alcohol, Festivals & Harm Reduction	...understand risks and strategies for safer choices in social settings.	Harm reduction, alcohol, drugs, spiking, festivals, emergency response.	Health & Wellbeing: Keeping Safe	Scenario carousel, safety plan, quiz	Festival safety toolkit, myth-busting cards, guided discussion	Responsibility, compassion	Rule of Law	Harm reduction guides, festival safety resources, helplines	Scenario answers, safety plan, quiz results
	17	Driving for Life	...understand road safety and responsibilities of drivers and passengers.	Road safety, risk factors, responsibilities, passenger behaviour.	Keeping Safe; Living in the Wider World	Hazard perception, scenario analysis, quiz	Road safety checklists, videos, challenge discussion	Responsibility, safety	Rule of Law	Road safety videos, scenarios, Highway Code resources	Scenario answers, quiz results, reflection
Living in the Wider World	18	Money Matters: Budgeting, Saving & Financial Wellbeing	...understand budgeting, saving and the impact of finances on wellbeing.	Budgeting, saving, debt, credit, financial wellbeing, planning.	Living in the Wider World; Health & Wellbeing	Budget task, scenario cards, reflection	Budget templates, scaffolded tasks, challenge questions	Responsibility, self-management	Individual Liberty	Budget templates, financial guides, scenario cards	Budget task, reflection, quiz results
	19	Tax, National Insurance, Student Finance & the Cost of Living	...understand taxation, student finance and the cost of living.	Tax, NI, payslips, student loans, maintenance, cost of living, financial planning.	Living in the Wider World	Payslip analysis, budget challenge, quiz	Payslip templates, financial fact sheets, worked examples	Responsibility, financial literacy	Rule of Law	HMRC links, MoneyHelper, Careers Team, Student Finance England	Payslip answers, budget challenge, quiz results
	20	Employment Rights, University, Apprenticeships & Independent Living	...understand rights, pathways and practical life skills for independent living.	Employment rights, apprenticeships, independent living, tenancy, life skills.	Living in the Wider World	Scenario tasks, case studies, transition plan	Life skills stations, tenancy templates, pathway guides	Independence, aspiration	Mutual Respect	Employment guides, tenancy examples, transition templates	Transition plan, scenario answers, observation
	21	Reflection: Becoming Beyond Mount House	...reflect on personal growth and celebrate readiness for the future.	Reflection, self-evaluation, goal setting, aspirations, life skills integration.	Health & Wellbeing: Living in the Wider World	Reflection portfolio, self-assessment, celebration	Reflection prompts, timelines, goal setting worksheets	Self-awareness, leadership	Democracy; Mutual Respect	Reflection booklet, goal setting templates, celebration resources	Reflection portfolio, self-assessment, teacher observation

ASSESSMENT: IPSATIVE MODEL

At Mount House School we use an ipsative assessment model for PSHEE. Judgements are based on effort, engagement and individual progress.

SAFE RESPECTFUL TOGETHER

3 EXTENDING — The pupil consistently applies their knowledge and skills in sophisticated ways, shows deep understanding and influences others.

2 SECURE — The pupil has achieved the intended learning outcomes and demonstrates a sound understanding.

1 NEEDS SUPPORT — The pupil requires further teaching, guidance or opportunities to secure the learning outcomes.

A ABSENT — Insufficient evidence due to absence.

C CAUSE FOR CONCERN — A pastoral, wellbeing or safeguarding concern is impacting on progress or requires appropriate support in place.

Appendix two

Statutory Relationships and Sex Education content

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, 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.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. 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.
8. 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 unsure who to trust.

Respectful relationships

1. 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.
2. 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.
3. 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.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. 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.
6. 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.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. 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.
9. 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. 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.
11. 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.
12. 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.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.[1]
7. 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.
8. 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.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. 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.
11. 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 accidently as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information is generated, collected, shared and used online.
13. 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).
14. 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.
15. 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.

Being safe

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. 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. 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. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.

13. 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.
14. 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.
15. 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
16. 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.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. 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.
3. 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.
4. 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
5. That some sexual behaviours can be harmful.
6. 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.
7. 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.
8. How the different sexually transmitted infections (STIs), including HIV/AIDs, 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
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. 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.

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