Nishkam Schools multi-academy trust

Relationships and Health Education (Primary) & Relationships, Sex and Health Education (Secondary) Policy

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Our Vision and Ethos

Nishkam schools are Sikh Schools with a multi faith ethos that take a distinctive approach to many traditional faith schools. The Nishkam Schools Multi-AcademyTrust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust, and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff, and teachers. Our pupils explore the divine context of humanity and wonder of all creation and learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual, or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Introduction

This policy clarifies the legal requirement and responsibilities of the Trust in the teaching of relationships and health education (RHE)and Relationships, Sex and Health Education (RSHE) for all staff, pupils, parents/carers and the wider school community

Research has shown that young people who feel positive about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships in adulthood. The school has a key role, in partnership with parents/carers, in providing RHE in Primary and RSHE in Secondary.

2. Aims

The overall aims of this policy are;

- To provide accurate information and understanding of RHE/RSHE
- To give clear guidance to parents, staff, and governors in relation to programme progression and delivery
- Provide a framework in which sensitive discussions can take place
- To dispel myths and teach pupils the correct vocabulary to describe themselves and their bodies
- To support pupils through their physical, emotional, and moral development
- To explore a range of attitudes towards RHE/RSHE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with their own beliefs
- To help pupils understand the significance of marriage and stable relationships and its importance for family life. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances
- To increase pupils' self-esteem and confidence and to help them respect themselves and others.
- To developskills relevant formanagement of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help, and helping others
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive, non-judgmental culture around issues of sexuality and relationships
- To help pupils move more confidently and responsibly into and through adolescence

3. Statutory requirements

We also have regard to legal duties set out in:

- Sections 403, 404 405 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- Relationships, Education, Relationships and Sex Education (RSE) and Health Education (September 2026)

Primary phase

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

Secondary phase

As a secondary academy ,we must provide RSHE to all pupils as per section 34 of the Children and Social work act 2017.

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

You should also refer to our funding agreement and articles of association for further information.

In all schools within the Nishkam Schools Multi Academy Trust, we teach RHE and RSHE as set out in this policy.

4. Policy development

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up and therefore aims to support parents in this role.

5. Definition

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

RHE/RSHE involves a combination of sharing information, prioritising scientifically accurate anatomy and language, and exploring issues and values.

RSHE is not about the promotion of sexual activity but can cover sensitive topics in order to keep children safe.

6. Curriculum

Our curriculum is set out as per Appendix 1 (Primary) and Appendix 2 (Secondary), but we may need to adapt it as and when necessary. The curriculum and teaching resources are fully aligned with requirements as set out

in the statutory RSHE guidance (September 2026).

We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

7. Delivery of RHE (Primary Phase) & RSHE (Secondary Phase)

RHE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RHE are also taught within the science curriculum, and other aspects are included in religious education (RE).Pupils may also receive stand-alone sex education sessions delivered by a trained senior staff member.

Primary Phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me
Caring friendships
Respectful, kind relationships
Online safety and awareness
Being safe
General health and wellbeing
Developing bodies

For more information about our RHE curriculum, see Appendix 1 and 2.

Secondary phase

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships,
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health
- General health and wellbeing

For more information about our RSHE curriculum, see Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Request of curriculum content:

Parents may request to see any curriculum materials if they have any concerns. To make a request, parents must contact the school via the enquiry email.

8. Inclusivity

We will teach about these topics in a manner that considers the diverse range of pupils within our schools. The curriculum will be delivered in a sensitive manner, adapted where necessary to be accessible to all pupils and utilise a range of resources to meet the needs of all learners. The delivery of both RHE and RSHE curriculum will be fully inclusive of pupils age and stage of development and will take into account individual pupil vulnerabilities. All staff are trained to deliver the curriculum so that all pupils feel safe and supported. U

9. Use of external organisations and materials

We will make sure that any agency or materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- All material will be signed off by the Trust Board, or an ad hoc committee appointed by the board (composed of trustees, Trust, staff).
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE/RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 2002
    - The Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026

- Only use external agencies where we have full confidence in the agency (signed off at a Trust Level), its approach and the resources it uses;
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
    - What they are going to say
    - Their position on the issues to be discussed
    - Ask to see in advance any materials that the agency may use
    - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
    - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
    - Check the agency's protocol for taking pictures or using any personal data they might get from a session
    - Make sure that the teacher is in the room during any sessions with external speakers

- We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and responsibilities

10.1 The Trust Board

The Trust Board is responsible for:

- Overseeing the implementation of the RHE/RSHE Policy across the Trust.
- Ensuring that RHE/RSHE is delivered in accordance with statutory requirements and the Trust's values and ethos.
- Ensuring appropriate oversight of the materials and resources used to support the delivery of RHE/RSHE.
- Approving all material used for the delivery of RHE/RSHE, or delegating this responsibility to an ad hoc committee appointed by the Trust Board, which may include trustees and relevant Trust or school staff.

Where responsibility for reviewing and approving materials is delegated to an ad hoc committee, the committee will report back to the Trust Board as appropriate.

10.2 The School Leader

The School Leader is responsible for ensuring that RHE /RSHE is taught consistently across the school.

The School Leader is also responsible for the effective training of staff in delivering the RHE/RSHE curriculum.

In the secondary phase, the School Leaders are responsible for any requests to withdraw pupils from non-statutory components of RSHE.

10.3 Staff

Staff are responsible for:

- Delivering RHE/RSHE in a sensitive way
- Modelling positive attitudes to RHE/RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE in the secondary phase.
- Ensuring that if a concern about safeguarding or a potential risk to a pupil's safety or wellbeing arises, , they should follow the Trust's child protection policy and speak to the Designated Safeguarding Lead (DSL).

Staff do not have the right to opt out of teaching RHE/RSHE. Staff who have concerns about teaching RHE/RSHE are encouraged to discuss this with the School Leader.

Staff delivering RHE/RSHE will be provided with appropriate training and materials in order to deliver the RHE/RSHE in compliance with the statutory guidance.

Where appropriate the School Leader may also invite visitors from outside the school, such as school nurses or health professionals to provide agreed workshops and training.

10.4 Pupils

Pupils are expected to engage fully in RHE/RSHE and, when discussing issues treat others with respect, kindness

and compassion in line with our virtues-led approach.

11. Parents' right to withdraw

Primary phase

Parents do not have the right to withdraw their children from compulsory relationships and health education.

Secondary phase

Parents do not have the right to withdraw their children from relationships education. This includes consent, healthy relationships, online behaviour and safety.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and emailed to the school office and addressed to the School Leader.

A copy of withdrawal requests will be placed in the pupil's educational record. A member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

Alternative purposeful education work will be given to pupils who are withdrawn from sex education.

12. Links to other Policies:

- Safeguarding and Child Protection
- Online Safety
- Behaviour
- Curriculum
- Equality

13. Monitoring arrangements

The delivery of RHE/RSHE is monitored by the Senior Leadership Team. Pupils' development in RHE/RSHE is monitored by class teachers. This policy will be reviewed and approved by the Trust Board every two years.

Appendix 1: Primary and Secondary Map

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Topic / unit	Specific content taught	Sensitive content and framing	Statutory content	Is this sex education?	Parent withdrawal applies?	Resources / scheme used
Reception	**Self-Regulation: My Feelings** **1.**Identifing My feelings. **2** Feeling Jars. **3.**Coping Strategies. **4.**Decribing feelings. **5.**Facial Expressions. **6.**Creating a calm corner	**Building Relationships: Special Relationships** **1.**My Family. **2.** Special People. **3.** Sharing. **4.** I am unique. **5.** My Interests. **6.** Similarities and Differences.	**Managing Self: Taking on Challenges** **1.** Why do we have rules? **2.**Building To wers. **3.**Team Den Building. **4.**Grounding. **5.**Team Races. **6.**Circus Skills.	**Self-Regulation: Listening to and Following Instructions** **1.**Simon Says. **2.**Listening to a Story. **3.**Pass the Whisper. **4**.Obstacle Courses. **5.**Blindfold Walk. **6**.Treasure Hunt.	**Building Relationships: My Family and Friends** **1**.Festivals. **2**. Sharing. **3.** What makes a good friend. **4.** Teamwork **5.** Celebrating Friendships.	**Managing Self: My Wellbeing** **1.**What is Exercise. **2.** Yoga and Relaxation. **3**.Looking After Ourselves. **4.** Being a Safe Pedestrian. **5.** Eating Healthily. **6.** A Rainbow of Food.	Feelings, relationships, managing self, friendships and wellbeing	Identifying and describing feelings; coping strategies; families and special people; sharing; similarities and differences; rules; teamwork; listening; friendships; exercise; relaxation; self-care; road safety and healthy eating. Introductory lesson includes setting rules for PSHCE lessons.	Teaching is framed through the Nishkam Virtues-led approach, with an emphasis on belonging, kindness, care, safety and trusted adults. There is no teaching about sexual relationships. Visitors may support delivery where content has been approved. NSPCC PANTS resources may be used.	EYFS / statutory elements of personal, social and emotional development, as applicable	**No**	**No**	Trust-checked & approved resources / NSPCC PANTS where applicable
Year 1	**My Healthy Self: How can we look after our emotions.** **1.**Setting rules for PSHE lessons. **2.** What emotions can we recognise? **3.**When and why do people show different emotions? **4.**How can emotions change? **5.**What helps us feel calm or excited? **6.** What might make us feel worried, annoyed or upset?	**Connecting with Others: How can I help myself and others feel happy and safe?** **1.**What makes me special? **2**. How do families show love and care for each other? **3.**What helps me feel safe and cared for? **4.** What is a friend? **5.** How can we have a kind and friendly class? **6.** How should people behave	**The Online World: How do we spend time online** **1.**When am I online? **2.** What can I do online and what I do in person. **3.** How should I behave when I am on a device. **4.** How can I balance screen time with in-person activities? **5**.What should I do if I see something online that worries **6.** How can I	**Citizenship: How can I help others and the environment?** **1**.What do babies and toddlers need? **2.** What do animals need? **3.** How can we look after our school environment? **4.** How can I share my ideas respectfully? **5.** Who helps look after our local environment? **6.**How do	**Health Protection: How can I protect myself and others in daily life?** **1.**How and why do we wash our hands? **2.** How can I protect myself in any weather? **3.**Who helps us stay healthy**?** **4.**What should I do if I feel unwell? **5.**How serious are different injuries? **6.** How can we get help	**Staying Safe: How can I stay safe?** **1**.How can I stay safe at home? **2.** What is safe for our bodies? **3.** What rules can keep me safe? **4.**How can I stay safe near roads? **5.** How might my body feel when something is unsafe**?** **6.** Who can keep me safe?	Emotions, relationships, online safety, citizenship, health protection and personal safety	Recognising and managing emotions; individuality; families; friendships; kindness; online behaviour and screen time; environmental responsibility; hygiene; illness and injury; road and home safety; recognising unsafe situations and identifying trusted adults.	Teaching is framed through the Nishkam Virtues-led approach, belonging, kindness, care, safety and trusted adults. There is no teaching about sexual relationships. Visitors may support delivery where content has been approved. NSPCC PANTS resources may be used.	Relationships Education / Health Education, with PSHE/Citizenship elements where applicable	**No**	**No**	Kapow / Trust-checked & approved resources / NSPCC PANTS where applicable

	7. What can we do when our feelings get tricky?	towards others?	stay safe online?	rules help everyone?	for serious illnesses or injuries?								
Year 2	**My Healthy Self: How can we look after our bodies?** **1.**How does moving my body make me feel? **2.** What is sleep important? **3.** What foods can help me keep healthy? **4.** How can I make some healthy food and drink choices? **5.** What can I do to keep my teeth clean and healthy? **6.** How can I make healthy choices every day?	**Connecting with others: how can I build safe, kind an d caring relationships with others?** **1.**How we are all different an d the same? **2.** How are families different and the same? **3.** How can I show my feelings kindly and calmly? **4.** How can I let others know what is okay and not okay for me? **5.**Who can I talk to if something doe sn't feel right? **6.** What should I do if someone is being unkind again and again?	**The Online World: How can we stay safe online?** **1.**What can we do online and how can we do it safely? **2.** Who can see information shared online? **3.**What is private information? **4.**How do I know if private information ha s been shared online? **5.** Is everything we see online real? **6.** What should I do if something online worries me?	**Citizenship: How do people belong to a community and earn money?** ***Awaiting Kapow updates in line with new stat guidance on RHE to be published 1st Nov***	**Growing Up: How can we look after and respect our bodies as we grow?** **1.**How do we grow and change? **2.** How will I change as I grow? **3.** Do I make the rules about my own body? **4.** How can I talk about my body? **5.** How can we show respect for each other's bodies? **6.** Who can I talk to if I do not feel safe?	**Staying safe: How can I make safe choices in different places?** **1.** What makes my body special? **2.** How can I keep my body safe? **3.** How can I make safe choices at home? **4.**How can I stay safe in different place? What can I do if I cannot find a trusted adult?	Healthy bodies, relationships, online safety, community, growing up and personal safety	Exercise, sleep, healthy eating, dental health, families, feelings, personal boundaries, bullying, privacy, communities and money, growing and changing, body autonomy, respecting bodies, safety and trusted adults.	Teaching is framed through belonging, kindness, care, safety and trusted adults. Growing up is approached through body safety, respect and age-appropriate understanding. There is no teaching about sexual relationships. Visitors may support delivery where content has been approved.	Relationships Education / Health Education. Citizenship content as applicable.	**No**	**No**	Kapow / Trust-checked & approved resources / NSPCC PANTS where applicable. Updated Kapow resources pending for Citizenship.
Year 3	**How can I take care of my mind and body?** **1.** How do emotions affect my body? **2.** How can I tell how someone else might be feeling? **3.** How are my mind and body connected? **4.** How does sleep help my	**Connecting with others: What helps us feel safe and included?** **1.** How can I respect myself? **2.** What are personal boundaries? **3.** What makes a family? **4.** How can I be a good friend? **5.** How can	**The Online world: How should we communicat e online?** **1.** How do we communicate online? **2.** How can we be respectful when we communicate online? **3.** How can communicatio n online sometimes be misunderstoo	**Citizenship: What rights and responsibiliti es do we have?** **1.** What are human rights? **2.** What rights should children have? **3.** How can we help the environment by reducing what we use? **4.** How can reusing items help	**Health Prot ection: How can we prevent illness and injury a nd respond if they happen ?** ***Awaiting Kap ow updates in line with new stat guidance on RHE publishe d 1st Nov***	**Citizenship: What careers do people choose and why?** ***Awaiting Kapow updates in line with new stat guidance on RHE published 1st Nov***	Wellbeing, relationships, online communicati on, rights and responsibiliti es, health protection and careers	Emotions; mind-body connection; sleep; emotional regulation; seeking help; self-respect; personal boundaries; families; friendships; bullying; online communication and safety; children's rights; environmental responsibility; illness/injury prevention and careers.	Difference, families, friendship and personal boundaries are taught through respect, care, inclusion, safety and trusted adults. There is no teaching about sexual relationships. Visitors may support delivery where content has been approved.	Relationships Education / Health Education, with PSHE/Citizenship elements	**No**	**No**	Kapow / Trust-checked & approved resources. Updated Kapow resources pending for Citizenship.

	mind and body? **5.** What can I do when I experience strong emotions? **6.** When should I ask an adult for emotional support?	we repair a friendship after a falling-out? **6.** What are the different types of bullying?	d? **4.** How should I respond to online bullying? **5.** Why do we need to be careful when communicating online? **6.** How can I keep myself safe online?	the environment? **5.** Why is recycling important?									
Year 4	**My healthy self: How can I make healthy choices?** **1:** What is a balanced diet and why does having one matter? **2:** How can being active help my mind and body**?** **3:** How can I keep my energy up throughout the day? **4:** How can I get support for myself or others? **5:** How can I respond when things feel hard? **6:** Why is helping others good for me too?	**Connecting with others: How can we respect each other?** **1:** How can I show self-respect? **2:** How can I show respect to others? **3:** How can I build trusting friendships? **4:** How can we solve friendship challenges? **5:** How should I respond to bullying? **6:** What is a stereotype?	**The Online world: How can we decide what to trust online?** **1:** How can the internet be helpful and challenging? **2:** Is all online content appropriate for me? **3**: Why should we be careful what we trust online? **4:** How can we check if online information is reliable? **5:** How can we use multiple sources to check online information? **6:** Why should we question what we see online?	**Citizenship: How can I spend money responsibly?** ***Awaiting Kapow updates in line with new stat guidance on RHE published 1st Nov***	**Growing up: How will my body and emotions change as I grow up?** **1:** What are body boundaries? **2:** How will I grow and change during puberty? **3:** Which emotional changes could I experience when growing up? **4: What is a period? Trust resource delivered by SLT** **5:** How can we show kindness and understanding about body changes? **6:** Who can I talk to about growing up and changes?	**Staying safe: What signs help me recognise what is safe or unsafe?** **1:** How can I tell if a situation is unsafe? **2:** What do I do if a situation feels unsafe? **3:** How can I stay safe around traffic? **4:** Why can water be dangerous? **5:** What drugs are safe or unsafe? **6:** How can I prevent accidents?	Health, respectful relationships, online information, money, puberty and personal safety	Balanced diet; exercise; emotional wellbeing; self-respect; friendships; bullying; stereotypes; online reliability; money; body boundaries; puberty; emotional changes; **periods**; respecting body changes; trusted adults; traffic/water safety, drugs and accident prevention.	Puberty and growing up are taught factually and sensitively. **The period lesson is delivered by a member of SLT using the Trust-approved resource.** Teaching is framed through dignity, kindness, respect and safety. There is no teaching about sexual relationships. Visitors may support delivery where content has been approved.	Health Education / Science / Relationships Education. Citizenship is non-statutory, but will be statutory from September 2028.	**No**, based on the curriculum described	**No**	Kapow / Trust-checked & approved resources. Trust resource for menstruation delivered by SLT.
Year 5	**My healthy self: *How can I support my mind and body as I grow?*** **1:** What do food labels really tell us?	**Connecting with others: Why are healthy relationships important***?* **1:** What makes me who I am?	**The online world: How am I influenced by what I see online?** **1:** How do adverts try to influence us	**Citizenship: How can we make a difference in our communities and beyond?** **1:** How can	**Growing up: *How can I manage the changes to my body and emotions as I grow up?*** **Lessons 1. Puberty and**	**Citizenship: How can we be in control of our money?** ***Awaiting Kapow updates in line with new***	Healthy lifestyles, relationships, online influence, community, puberty and financial education	Nutrition; physical activity; complex feelings and mental health; identity; family commitment; healthy friendships; assertiveness; online advertising and influence;	Puberty, growing up and sensitive subjects are taught by SLT using Trust-approved resources. Puberty and periods are treated factually and sensitively	Health Education / Science / Relationships Education. Citizenship is non-statutory at present, but will be statutory from September 2028.	**No**, based on the content listed	**No**	Kapow / Trust-checked & approved resources. Trust resources for Puberty and Periods

	2: How active am I and how can I move more? **3:** What are the different types of physical activity and how do they affect us? **4:** How can I recognise complex feelings? **5:** How can we tell when someone might need support with their mental health?	**2:** How do families show commitment to each other? **3:** How can families support and protect each other? **4:** What helps us make and maintain h ealthy friendships? **5:** How can we manage challenges in friendships? **6:** How can I be assertive and respectful?	online? **2:** How are adverts chosen for me online? **3:** How else am I influenced online? **4:** How do online trends shape our choices offline? **5:** How does what we see online influence our viewpoints? **6:** How can some online messages be misleading?	we show care for others? **2:** How do people contribute to the community? **3:** How does the UK Government work? **4:** What is the role of a local councillor? **5:** What are pressure groups? **6:** How can people influence the decisions made by the government?	**Lesson 5 Periods – Trust resources de livered by a member of SLT.** **2:** How can I keep myself clean and hygienic? **3:** How can we treat others with kindness during puberty? **4:** How can I manage my emotions and feelings during puberty? **5:** How can I challenge behaviour which crosses personal boundaries	***stat guidance on RHE published 1st Nov***		government and communities; puberty; hygiene; emotional change; body boundaries and **periods**.	through dignity, health, boundaries, respect and safety. There is no teaching about sexual relationships within the material identified. Visitors may support delivery where content has been approved.			delivered by SLT.
Year 6	**My healthy self: How do my choices today shape my future health?** **1:** Why do healthy teeth matter for the future? **2:** How can I eat for a healthier future? **3:** What habits might support my future health? **4:** How can I recognise and regulate complex feelings? **5:** How does my mindset affect my personal growth? **6:** How can I	**Connecting with others: Wha t does it mean to stand up for myself and others?** **1:** How does self-respect help me? **2:** How can I be respectful in different situations? **3:** How can I set and respect boundaries? **4:** How can we challenge unfairness? **5:** How should we work together to stop bullying? **6:** When and how should I	**The online world: How do I feel about the things I see online?** **1:** How do online platforms keep users engaged? **2:** How can I make safe choices if I am gaming online? **3:** Is online content always realistic? **4:** What is harmful online behaviour? **5:** Does what we post online matter? **6:** How does being online make me feel?	**Citizenship: How can we make our voices heard?** ***Awaiting Kapow updates in line with new stat guidance on RHE to be published 1st Nov***	**Staying safe: *How can I stay safe as I grow up?*** **1:** How can I stay safe on my own at home? **2:** How can I stay safe outside on my own? **3:** How can I travel safely on my own? **4:** How can I stay safe in, on and around water? **5:** How can I stay safe when I feel peer pressure? **6:** How can I stay safe around drugs?	**Revisit Y5 unit Growin g up: *How can I manage the changes to my body and emotions as I continue gr ow up?* Lessons 1. Puberty and Lesson 5 Periods – Trust resources delivered by a member of SLT.** **2:** How can I keep myself clean and hygienic? **3:** How can we treat others with kindness during puberty?	Future health, relationships and boundaries, online wellbeing, citizenship, growing independenc e, puberty and first aid	Dental health; healthy eating; habits; emotional regulation; self-esteem; respect; boundaries; challenging unfairness; bullying; online gaming and harmful behaviour; independent safety; peer pressure; drugs; puberty; hygiene; emotional changes; periods and first aid.	Sensitive content is taught through the Nishkam Virtues-led approach. Puberty and growing-up content is delivered through approved Trust resources by SLT. There is no teaching about sexual relationships within the content identified. Visitors may support delivery where content has been approved.	Relationships Education / Health Education / Science where applicable. Citizenship is non-statutory, but will be statutory from September 2028.	**No**, based on the content identified	**No**	Kapow / Trust-checked & approved resources; Trust puberty and period resources delivered by SLT

	support self-esteem for myself and others	seek help?				**Add First Aid unit once released by Kapow in Nov.**							
Year 7	**Transition and safety: Equipping pupils to be safe and confident in and around their new school.** **1:** Letter to self. **2:** Thriving in secondary school. **3:** What is VFPD? **4:** Dealing with change. **5:** Living in the city **6:** Basic first aid. **7:** Basic first aid - asthma	**Identity and difference: diversity, inclusion & bullying** **1:** Identities and Protected Characteristics. **2:** Identity and faith, interfaith work (case study of Nishkam + Patron). **3:** Bullying & Cyberbullying. **4:** Inherent bias. **5:** Collaboration and cooperation - inclusion and allyship. **6:** Stereotypes	**Relationships and diversity: Healthy relationships, boundaries & consent** **1:** Healthy Relationships. **2:** Unhealthy relationships. **3:** Respecting Differences. **4:** Boundaries (including consent). **5:** Relationships for raising a child. **6:**Consent	**Citizenship: Role and responsibilities, including careers** **1:** What does it mean to 'be British'? (Fundamental British Values) **2:** Institutions, systems, charities (including negatives, like gangs, terrorism, online crime, and organised crime). **3:** Political spectrum and beliefs. **4:** Careers to make a difference. **5**: What is an entrepreneur **6:** Financial citizenship.	**Online identity** **1:** Real vs. Online world **2:** Online identity **3&4**: dangers of social media. **5&6:** The dangers of AI	**Health and puberty: Healthy routines, influences on health, puberty and developing knowledge around emotional and physical health** **1:** Healthy exercise (inc. benefits of outdoors + sun protection). **2:** Healthy habits (inc. sleep, dental & hygiene). **3:** Making choices about diet and exercise **4:** What is mental health? **5:** Why is looking after mental health important? **6**: How to look after your mental health **7:** Healthy behaviours during pregnancy **8:** Puberty and change	Transition, identity, relationships, citizenship, online safety and health	Secondary transition; first aid; protected characteristics; faith/interfaith work; bullying; stereotypes; inclusion; healthy/unhealthy relationships; boundaries and consent; British values; careers; financial citizenship; online identity; social media and AI; physical and mental health; pregnancy health; puberty and change.	Weekly timetabled VFPD lessons delivered through the Nishkam Virtues-led approach. Resources are Trust checked. Relationships, boundaries, diversity and puberty are framed through dignity, respect, safety and informed decision-making. Visitors may support delivery where content has been approved.	RSE / Health Education / Citizenship where applicable	**Some content may fall within sex education depending on individual lesson content**	**Yes, for sex education elements only, subject to statutory requirements**	Trust-checked & approved and VFPD resources
Year 8	**Drugs and alcohol: Alcohol and drug misuse and pressures relating to**	**Sex Education - Introduction, Sharing Images & Consent** **1**: The facts	**Gender stereotypes – Diversity & inclusion (including LGBT)** **1:** Human	**Emotional wellbeing and mental health, including body image** **1:** Attitudes to	**Financial opportunities, risks and careers** **1:** Careers: what are my interests?	**Discrimination and prevent** **1:** Prejudice, stereotypes, and discrimination.	Substance misuse, sex education, diversity, wellbeing, finance/careers and	Alcohol/drugs; reproductive health and fertility; age of consent; consent; pregnancy; nude image sharing; grooming;	Weekly VFPD lessons using Trust-checked resources. Sex Education is explicitly identified in the curriculum. Sensitive issues are	RSE / Health Education / Safeguarding / Citizenship	**Yes, for identified sex education elements**	**Yes, for sex education elements only, subject**	Trust-checked & approved VFPD resources / approved external-

	drug use. **1:** Caffeine and energy drinks. **2:** Tobacco, alcohol and risks. **3:** Drugs: attitudes and effects. **4:** Debt and money. **5:** Rehabilitation and support	about reproductive health, including fertility. **2:** The law about the age of consent **3:** consent scenarios. **4:** Pregnancy. **5:** Risks of social media and sharing nudes **6:** Grooming & explicit material	rights and protected characteristics. **2:** Diversity, including sexual orientation and gender stereotypes. **3:** Discrimination and stereotyping vs. respect and tolerance. **4:** Allyship and the role of faith. **5:** LGBT+ history and modern threats. **6:** Misogyny and violence against women and girls **7:** Misogynistic influencers **8**: Hate crime and the age of criminal responsibility	mental health. **2:** Promoting emotional wellbeing and resilience. **3:** Digital resilience. **4:** Unhealthy coping strategies vs. healthy coping strategies (inc. physical health to mental health). **5:** Body image. **6:** Common mental illness and eating disorders **7:** Change, loss and grief	**2:** Job opportunities and CVs **3&4:** Financial opportunities: mortgages, investment, savings, salaries, tax, public money. **5:** Financial risks: debt, gambling, poor investments, scams, terms and conditions. **6:** Gaming and addictions	**2:** Prevent - British Values vs. Radicalisation. **3:** Prevent - digital literacy and propaganda. **4:** UK Government and police re. extremism. **5:** Extremism & radicalisation	Prevent	protected characteristics; sexual orientation; stereotypes; LGBT+ history; misogyny; mental health; body image; eating disorders; careers; money; scams; gambling; Prevent and radicalisation.	framed through safeguarding, consent, dignity, respect, law and informed decision-making. Visitors may support delivery where content has been approved.			**to statutory requirements**	provider resources
Year 9	**Peer influence, substance use and gangs: Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.** **1:** VFPD re-introduction plus 'testing knowledge'. **2:** Healthy friendships. **3:** Coercive friendships. **4:** Serious and organised crime. **5:** Peers:	**Respectful and intimate relationships: Families and parenting, healthy relationships, conflict resolution, relationship changes, domestic abuse, consent, CSE.** **1:** What is a healthy and positive relationship. **2:** Relationship stories (double) - workshopping	**(Continue and finish relationships unit first.) Navigating the real world: Life skills and knowledge around finance, politics, and information.** **1:** Household finances and lifetime planning. **2:** How the UK government works, voting. **3:** Navigating a 'post-truth' world	**Careers and Options: Career options and goal setting as part of the GCSE options process. Professional Masterclasses.** **1:** Exposure to different careers. **2:** Careers and CVs. **3:** Online Presence. **4:** Unifrog student launch (teacher-led). **5:** Options Assembly.	**Healthy lifestyles: Diet, exercise, screen time, sleep, lifestyle balance and healthy choices, sun protection, oral hygiene, and first aid.** **1:** Mental health awareness, including managing puberty changes. **2:** Screen time and digital footprints/data. **3:** Better	**Gender, power, and safeguarding.** **1:** Gender and rights around the world (inc. reminder of protected characteristics). **2:** Pregnancy awareness, choice, alternatives. **3:** Forced marriage and honour-based violence. **4:** FGM awareness. **5:** Progress in gender equality.	Relationships, exploitation, citizenship/life skills, careers, health and safeguarding	Healthy/coercive friendships; gangs; exploitation; consent; sexual-image sharing; CSE; relationship difficulties; finances; government; cybercrime; careers; health and first aid; pregnancy awareness; forced marriage; honour-based violence; FGM and gender equality.	Weekly VFPD lessons. Sensitive content including CSE, consent and safeguarding is framed through the Nishkam Virtues-led approach. Approved specialist providers may contribute. Visitors may support delivery where content has been approved.	RSE / Health Education / Safeguarding / Citizenship	**Yes, where sexual relationships/sex education content is taught**	**Yes, for sex education elements only, subject to statutory requirements**	Trust-checked & approved VFPD resources / approved specialist providers

	identity, substances, and money (presentation prep.). **6:** Presentations. **7:** Gangs - external speaker.	case studies. **3:** (Lesson 2 continued). **4:** Consent. **5:** Reporting abuse. **6:** Sharing sexual images. **7:** Relationship troubles - make up or break up. **8:** Societal change: tackling unwanted behaviour. **9:** Child Sexual Exploitation.	(plus cyber crime). **4:** Broader horizons - global opportunities and global citizenship (+ charities). **5:** Reading and catch-up lesson.	**6:** Unifrog student session (IT room).	sleep. **4:** Unhealthy lifestyle vs. healthy living. **5:** Basic first aid. **6:** Health and science: blood and organ donation, steroids, stem cells, self-examinations and screening, immunisation and vaccination.	**6:** End of year reflection.							
Year 10	**First Love & Consent** **1**: The law about the age of consent **2:** consent scenarios. **3:** Sexual consent and their capacity to give, withhold or remove consent at any time.	**Healthy & Abusive Relationships** **1:** 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. **2:** How to judge when a relationship is unsafe and where to seek help. **3:** The concepts and laws relating to domestic abuse and abuse within relationships, including controlling or coercive	**Sexual Harassment & Sexual Violence** **1**: What constitutes sexual harassment and sexual violence, and that such behaviour is unacceptable, emphasizing that it is never the fault of the person experiencing it. **2:** That some sexual behaviours can be harmful. **3:** The laws relating to sexual violence and harmful sexual behaviour. **4**: How and where to seek support for concerns around sexual relationships including	**Mental Health & Wellbeing** **1:** Revisiting how to support your mental health, particularly during examination times, how to support each other and where to reach out if you need support.	**Drugs, Alcohol & Substance Misuse** **1:**The facts about which drugs are illegal, the risks of taking illegal drugs, including vapes, and the potential health harms. **2:** The law relating to supply and possession of illegal substances. **3:** The physical and psychological risks associated with alcohol consumption.	**Gangs & Knife Crime** **1:**The law as it relates to knives and violence, and dangers online. **2:** Understanding which trusted adults they can talk to if pupils are worried about gangs/knife crime. **3:** Grooming or exploiting children into criminal activity, which can include gang involvement and county lines.	Consent, relationships, sexual harassment/violence, wellbeing, substances and exploitation	Age of consent; giving and withdrawing consent; sexual pressure; unsafe relationships; domestic abuse; coercion and control; sexual harassment and violence; harmful sexual behaviour; reporting routes; mental wellbeing; drugs/vaping; alcohol; knives; gangs; grooming and county lines.	Delivered through half-termly drop-down days. Sensitive material is framed through safeguarding, dignity, responsibility, consent, law and respect. Specialist external providers may deliver appropriate units using approved resources. Visitors may support delivery where content has been approved.	RSE / Health Education / Safeguarding	**Yes, for identified sexual consent/sexual relationship elements**	**Yes, for sex education elements only, subject to statutory requirements**	Trust-checked & approved resources / approved specialist external-provider resources

		behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	sexual violence or harms, including where to report abuse and where to seek medical attention when required.										
Year 11	**Pregnancy Choices**	**Looking After Your Sexual Health**	**First Sex & Contraception**	**STIs & Sexual Health**	**Impact of Pornography & Misogyny**	**Online Behaviours: Image & Information Sharing**	Sexual and reproductive health, relationships, contraception, STIs, pornography and online sexual risks	Pregnancy choices; sexual health services; sexual relationships; contraception; conception; STIs including HIV; accessing confidential advice; pornography; misogyny; harmful sexual attitudes; online sexual harassment/abuse; grooming; sextortion; AI-generated imagery and deepfakes.	Delivered through half-termly drop-down days. Content is factual, age-appropriate and safeguarding-led. Sexual health, contraception, pornography and legal issues are supported through approved specialist resources/providers. Visitors may support delivery where content has been approved.	RSE / Health Education / Safeguarding	**Yes, for a significant proportion of the identified content**	**Only for sex education elements and subject to the statutory provisions that apply as pupils approach age 16**	Trust-checked & approved resources / approved NHS and specialist-provider resources