



INNOVATE2EDUCATE
Partnership



**Relationships, Sex,
Health and
Personal
Development
Education
(RSHPD/PSHE)
Policy 2026–2027**

This covers how the curriculum is being taught to our for Y9, Y10 and Y11 pupils

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Document History

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V0.1	June 2026	H Major	This is a new policy in light of the new DFE guidance issued in 2025.

Contents

1. Policy Statement.....	1
2. Aims of the Curriculum	1
3. Statutory and Legal Framework.....	1
4. Definition of RSHPD/PSHE.....	2
5. Curriculum Design and Delivery.....	2
5.1 Curriculum Structure.....	3
5.2 Delivery Principles.....	3
6. Curriculum Content	3
6.1 Year 9 Curriculum Overview.....	3
6.2 Year 10 Curriculum Overview	4
6.3 Year 11 Curriculum Overview	5
7. Inclusion and Equality.....	6
8. Safeguarding.....	7
9. Mental Health and Wellbeing.....	7
10. Teaching Sensitive and Controversial Issues.....	7
11. Use of External Agencies and Resources.....	8
12. Roles and Responsibilities.....	8
12.1 Governing Body	8
12.2 Headteacher	9
12.3 Assistant Headteacher and Personal Development Lead.....	9
12.4 Staff	9
12.5 Students.....	9
13. Parent and Carer Engagement.....	9
14. Assessment, Monitoring and Evaluation	10
15. Staff Training and Professional Development	10
16. Monitoring, Review and Policy Approval	10
Appendix A – Withdrawal Request Procedure	12
Appendix B – Linked Policies.....	12
Policy Review Summary	12



1. Policy Statement

At Thomas Alleyne's High School, we are committed to delivering a high-quality, inclusive and evidence-informed Relationships, Sex, Health and Personal Development (RSHPD/PSHE) curriculum that supports students to become safe, healthy, respectful and responsible members of society.

Our curriculum reflects statutory Relationships, Sex and Health Education (RSHE) guidance, current safeguarding priorities, the Equality Act 2010, Keeping Children Safe in Education (KCSIE), and current PSHE Association guidance.

The programme supports students in developing:

- Emotional literacy and resilience
- Respectful and healthy relationships
- Personal safety and safeguarding awareness
- Digital literacy and online safety
- Equality, diversity and inclusion awareness
- Citizenship and British values
- Financial capability and careers readiness
- Confidence, independence and preparation for adult life

The curriculum is designed to meet the needs of all learners and reflects the context of modern Britain and the challenges young people may face both online and offline.

2. Aims of the Curriculum

The aims of Relationships, Sex, Health and Personal Development Education at Thomas Alleyne's High School are to:

- Provide students with accurate, balanced and age-appropriate information
- Develop students' understanding of healthy, respectful and safe relationships
- Promote positive mental health, emotional wellbeing and resilience
- Equip students with the knowledge to recognise and respond to safeguarding concerns
- Develop students' understanding of consent, boundaries and respectful behaviour
- Promote equality, diversity, inclusion and mutual respect
- Prepare students for future education, employment and adult life
- Develop students' confidence to seek support and help when needed
- Encourage students to make informed, responsible and safe decisions
- Support students to become active, respectful and informed citizens

3. Statutory and Legal Framework

This policy has been developed with reference to the following legislation and guidance:

- Children and Social Work Act 2017
- Education Act 1996

- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- SEND Code of Practice
- DfE Relationships, Sex and Health Education Guidance
- PSHE Association Programme of Study
- Ofsted Education Inspection Framework
- Prevent Duty Guidance
- Online Safety Act guidance where applicable

This policy reflects the updated statutory RSHE guidance released by the Department for Education in 2025, which schools are expected to fully implement by September 2026. Particular attention has been given to:

- Online harms and digital safeguarding
- Consent and healthy relationships
- Sexual harassment and misogyny
- Violence against women and girls (VAWG)
- Pornography and harmful online content
- Financial harms including gambling and online exploitation
- Mental health and emotional wellbeing
- Equality, protected characteristics and respectful discourse
- Safeguarding linked to coercion, exploitation and radicalization

4. Definition of RSHPD/PSHE

Relationships, Sex, Health and Personal Development Education is a planned programme of learning through which students acquire the knowledge, understanding and skills needed to manage their lives safely, healthily and successfully.

The curriculum includes learning about:

- Relationships and families
- Physical and mental health
- Online safety and digital behaviour
- Consent and personal boundaries
- Equality and diversity
- Citizenship and British values
- Financial literacy and careers education
- Personal safety and safeguarding
- Sexual health and reproductive health

The programme is not designed to promote sexual activity or any particular political viewpoint.

5. Curriculum Design and Delivery

5.1 Curriculum Structure

The Thomas Character and Personal Development Curriculum is delivered through:

- Timetabled curriculum lessons
- RE GCSE Short Course integration
- Assemblies
- Drop-down curriculum days
- External speakers and specialist workshops
- Cross-curricular learning opportunities
- Careers education and enrichment activities

The curriculum is sequenced progressively across Years 9–11 to ensure students revisit key safeguarding and personal development themes in greater depth and maturity over time.

5.2 Delivery Principles

Teaching will:

- Be age-appropriate and developmentally appropriate
- Be inclusive and accessible to all students
- Reflect current safeguarding concerns and social issues
- Encourage respectful discussion and critical thinking
- Be evidence-informed and factually accurate
- Recognise the diverse experiences of students and families
- Promote tolerance, respect and equality
- Remain politically impartial in accordance with legal requirements

Staff will create a safe and respectful environment where students can ask questions, discuss sensitive issues appropriately and access support where necessary.

Ground rules and safeguarding expectations will be clearly established during lessons.

6. Curriculum Content

6.1 Year 9 Curriculum Overview

6.1.1 Emotional Wellbeing and Relationships

- Students will explore:
- Emotional wellbeing and mental health awareness
- Recognising stress and healthy coping strategies
- Healthy friendships and respectful relationships
- Consent, boundaries and peer influence
- Relationships and the family
- Online safety and responsible digital behaviour
- Bullying, cyberbullying and bystander responsibilities
- Diversity, inclusion and protected characteristics
- Human rights, equality and social justice
- Safeguarding including FGM, exploitation and reporting concerns

6.1.2 Personal Development and Citizenship

Students will explore:

- Careers and future pathways
- GCSE options and decision-making
- Employability and transferable skills
- British values and democracy
- Parliament and active citizenship
- Community responsibility and respectful debate

6.1.3 Risk Awareness and Safety

Students will explore:

- Drugs, alcohol and vaping awareness
- County lines and exploitation
- Water safety and emergency response
- Digital footprints and online behaviour
- Personal safety and reporting concerns

6.1.4 Intended Outcomes

Students will:

- Develop greater confidence discussing emotional wellbeing
- Understand the characteristics of respectful relationships
- Build awareness of safeguarding risks and reporting pathways
- Develop resilience, empathy and self-awareness
- Begin preparing for future education and careers pathways

6.2 Year 10 Curriculum Overview

6.2.1 Relationships and Safeguarding

Students will explore:

- Domestic abuse and coercive control
- Consent and healthy intimate relationships
- Grooming, exploitation and sextortion
- Online sexual harassment and harmful online behaviours
- Forced marriage and honour-based abuse
- Pornography and unrealistic relationship expectations
- Social media, body image and self-esteem
- Sexual harassment and violence against women and girls

6.2.2 Digital Literacy and Online Safety

Students will explore:

- Digital footprints and image sharing
- AI-generated content and misinformation
- Online manipulation and extremist content
- Cyberbullying and social media law
- Harmful online communities and peer pressure
- Safe online communication and reporting systems

6.2.3 Equality, Identity and Society

Students will explore:

- Equality Act protected characteristics
- Diversity and respectful discussion
- Discrimination, prejudice and hate crime
- Radicalisation and extremism awareness
- British values and tolerance
- Respectful language and inclusion

6.2.4 Health and Future Preparation

Students will explore:

- Fertility, routes to parenthood and reproductive health
- Financial literacy and online financial risk
- Gambling awareness and addictive behaviours
- Vaping, nicotine and substance misuse
- Careers and employability skills

6.2.5 Intended Outcomes

Students will:

- Develop stronger safeguarding awareness
- Understand legal and emotional consequences of harmful behaviour
- Demonstrate respectful attitudes towards others
- Critically evaluate online information and influence
- Develop confidence discussing complex social issues respectfully

6.3 Year 11 Curriculum Overview

6.3.1 Transition to Adulthood

Students will explore:

- Post-16 pathways and careers planning
- Applications, CVs and interview preparation
- Financial literacy, budgeting and independent living

- Workplace expectations and employability
- Apprenticeships, sixth form and college pathways

6.3.2 Wellbeing and Personal Safety

Students will explore:

- Exam stress and emotional wellbeing
- Healthy coping strategies and resilience
- Gambling, addiction and financial harms
- Drugs, alcohol and risk-taking behaviour
- Healthy relationships and consent revisited
- Accessing support services and mental health support

6.3.3 Personal Responsibility and Citizenship

Students will explore:

- Law, rights and responsibilities
- Safe decision-making and personal accountability
- Online reputation and future consequences
- Community participation and active citizenship

6.3.4 Intended Outcomes

Students will:

- Feel prepared for transition beyond secondary school
- Develop confidence managing wellbeing and stress
- Understand financial responsibility and personal safety
- Make informed and responsible decisions
- Access support confidently when needed

7. Inclusion and Equality

Thomas Alleyne's High School is committed to ensuring that the curriculum is inclusive, respectful and accessible to all students.

Teaching will:

- Reflect a diverse range of families, identities and experiences
- Promote equality and challenge discrimination
- Support students with SEND through appropriate differentiation
- Consider the age, developmental stage and needs of students
- Avoid stereotyping or stigmatisation
- Foster respectful discussion and tolerance of differing views
- will include LGBTQ+ relationships and identities in an age-appropriate, factual and respectful way, in line with statutory guidance.

Students will learn about the protected characteristics outlined within the Equality Act 2010 and the importance of mutual respect and dignity.

All teaching will remain compliant with statutory guidance and legal obligations.

8. Safeguarding

Safeguarding is central to the RSHPD curriculum.

Teaching supports students in recognising and responding to:

- Abuse and neglect
- Grooming and exploitation
- Child-on-child abuse
- Sexual harassment and sexual violence
- Online exploitation and coercion
- Harmful sexual behaviour
- County lines and criminal exploitation
- Radicalisation and extremism
- Forced marriage and honour-based abuse
- Female Genital Mutilation (FGM)
- Mental health concerns and self-harm

Staff delivering the curriculum will follow school safeguarding procedures at all times.

Any safeguarding concerns disclosed during lessons will be managed in line with the school's safeguarding policy. Students will be regularly reminded of how and where to access support both within and beyond school.

9. Mental Health and Wellbeing

The curriculum promotes positive mental health and emotional wellbeing through:

- Emotional literacy
- Resilience and coping strategies
- Stress and anxiety management
- Healthy relationships and support networks
- Self-esteem and body image awareness
- Help-seeking behaviours
- Mindfulness and wellbeing strategies

Students will be encouraged to seek support where needed and understand that mental health is as important as physical health.

10. Teaching Sensitive and Controversial Issues

Teachers will approach sensitive issues professionally, objectively and appropriately.

Teaching will:

- Remain factually accurate and balanced
- Encourage respectful discussion

- Avoid promoting partisan political views
- Be mindful of student wellbeing and safeguarding
- Allow students to ask questions safely and respectfully

Teachers may adapt lessons where necessary to respond to emerging safeguarding concerns or contextual issues affecting students.

11. Use of External Agencies and Resources

External agencies may be used to enhance curriculum delivery where appropriate. To ensure quality, safety and compliance, the school follows a clear vetting and approval process.

Vetting and Approval Process

Before any external agency, speaker or organisation works with students, the school will:

- Check suitability and credentials Review the provider's qualifications, experience, safeguarding training and organisational background.
- Review all materials in advance Staff will examine presentations, videos, resources and discussion content to ensure they are age appropriate, evidence informed, factually accurate and compliant with statutory guidance.
- Ensure political impartiality Materials must not promote partisan political views or unbalanced perspectives. Any content relating to political, social or moral issues must be presented objectively.
- Conduct safeguarding checks External visitors must comply with school safeguarding procedures, including signing in, ID verification and being supervised at all times. Where appropriate, the school may request DBS information.
- Gain approval from the SLT Lead for PSHCE No external provider may deliver content without prior approval from the Assistant Headteacher/Personal Development Lead, who ensures alignment with curriculum aims and safeguarding expectations.
- Ensure staff presence during delivery A member of school staff will remain in all sessions to monitor content, support students and address any safeguarding disclosures.
- Evaluate the session afterwards Staff will gather student and teacher feedback to ensure the session met curriculum aims and was delivered safely and appropriately.

12. Roles and Responsibilities

12.1 Governing Body

The Governing Body will:

- Approve the policy
- Monitor implementation and impact
- Ensure statutory compliance

12.2 Headteacher

The Headteacher will:

- Ensure effective implementation of the policy
- Support staff training and curriculum quality
- Ensure safeguarding requirements are met

12.3 Assistant Headteacher and Personal Development Lead

Leaders responsible for RSHPD/PSHE will:

- Oversee curriculum design and delivery
- Monitor teaching quality and consistency
- Coordinate staff training and support
- Review curriculum effectiveness
- Ensure resources remain up to date and compliant

12.4 Staff

Staff delivering the curriculum will:

- Deliver lessons sensitively and professionally
- Create a respectful classroom environment
- Follow safeguarding procedures
- Promote equality and inclusion
- Respond appropriately to student needs and questions

12.5 Students

Students are expected to:

- Engage respectfully with learning
- Treat others with dignity and respect
- Contribute appropriately to discussion
- Follow classroom expectations and safeguarding guidance

13. Parent and Carer Engagement

Thomas Alleyne's High School values partnership with parents and carers.

The school will:

- Share curriculum information and resources upon request
- Communicate curriculum content clearly
- Provide opportunities for consultation and feedback
- Support parents in discussing sensitive issues with young people

Parents and carers have the legal right to withdraw their child from non-statutory sex education components of RSHE up to three terms before the child turns 16.

Requests for withdrawal must be made in writing to the Headteacher.

Students withdrawn from non-statutory sex education will complete alternative supervised work.

Parents and carers cannot withdraw students from:

- Relationships Education
- Health Education
- Science curriculum content
- Safeguarding-related curriculum content

Concerns or complaints about RSHE provision should be raised via the school's Complaints Policy.

14. Assessment, Monitoring and Evaluation

The impact of the curriculum will be monitored through:

- Learning walks and lesson visits
- Student voice and feedback
- Staff feedback
- Curriculum reviews
- Work scrutiny where appropriate
- Safeguarding trend analysis
- Attendance and engagement monitoring

Curriculum content will be reviewed annually to ensure continued compliance with statutory guidance and emerging safeguarding priorities.

15. Staff Training and Professional Development

Staff will receive regular professional development relating to:

- RSHE statutory guidance
- Safeguarding and KCSIE updates
- Online safety and emerging risks
- Sexual harassment and harmful sexual behaviour
- Equality, diversity and inclusion
- Mental health and wellbeing
- Effective delivery of sensitive topics

Training needs will be reviewed annually.

16. Monitoring, Review and Policy Approval

This policy will be reviewed annually by the Deputy Headteacher with responsibility for Personal Development and RSHE.

Reviews will consider:

- Updated statutory guidance
- Safeguarding priorities
- Student, staff and parent voice
- Curriculum effectiveness
- Local and national safeguarding trends

The Governing Body will approve substantial policy changes.



Appendix A – Withdrawal Request Procedure

Parents or carers wishing to withdraw their child from non-statutory sex education should:

1. Submit a written request to the Headteacher
2. Attend a meeting to discuss the request
3. Review curriculum materials where appropriate
4. Agree alternative supervised learning arrangements

The school will maintain a written record of requests and outcomes.

Appendix B – Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Careers Education Policy
- Mental Health and Wellbeing Policy
- Staff Code of Conduct

Policy Review Summary

This policy has been updated for the 2026–2027 academic year to reflect:

- Updated 2025 RSHE statutory guidance
- Current PSHE Association recommendations
- Emerging safeguarding and online safety risks
- Violence against women and girls’ guidance
- Financial harms and gambling awareness
- Online misogyny and harmful online culture
- Enhanced digital literacy expectations
- Current safeguarding expectations within KCSIE

The policy ensures Thomas Alleyne’s High School continues to provide a modern, inclusive and safeguarding-led personal development curriculum for all students.

References used in development of this policy include updated Department for Education RSHE guidance and PSHE Association implementation guidance. ([pshe-association.org.uk](https://www.pshe-association.org.uk))