

RSE Policy

2026-27 Version 1

NORTH OXFORDSHIRE ACADEMY ADMISSIONS POLICY

Review Timetable

The Policy will be reviewed every year, as set out below	
LGB Date of Ratification	1 September 2026
Review Interval	Annually
Date of Last Review	1 September 2026
Date of Next review	1 September 2027
Owner & Attached Governor	Daniela Faulconbridge & Robert Fernandes

Policy Development, Consultation and Aims

Development of the Policy

This policy has been developed in consultation with pupils, parents and staff. It reflects the statutory requirements set out in the Department for Education (DfE) Relationships and Sex Education and Health Education (RSHE) Statutory Guidance 2025.

Consultation

North Oxfordshire Academy consults with parents by:

- Publishing a clear consultation timetable at the start of the academic year and invite participation by email, school app and newsletter.
- Offering at least one evening or daytime consultation session where leadership and the RSE lead present the curriculum intent, show sample materials and answer questions.
- Providing an online survey and response form with focused questions and space for free-text comments.
- Feeding back decisions and next steps to all parents within two weeks of the consultation closing, including any changes made in response and how concerns were addressed.
- Offering follow-up clinics or one-to-one meetings for parents with specific concerns.

North Oxfordshire Academy consults with pupils through:

- Pupil Leadership Group reviews
- Anonymised online drop-boxes
- Pupil panel
- All-pupil termly questionnaires
- Bi annual 'How am I?' Surveys

North Oxfordshire Academy consults with staff by:

- Setting a clear staff consultation window each term linked to curriculum review cycles and sharing lesson resources at least two weeks before staff meetings.
- Holding dedicated CPD and consultation sessions where teachers can review resources, signpost potential risks or barriers (including for SEND and faith sensitivities), and propose adaptations.
- Using a combination of structured questionnaires (to capture training needs/confidence) and small subject-team workshops for collaborative planning.
- Ensuring non-specialists have access to vocabulary banks and subject knowledge materials.
- Recording agreed changes, CPD actions and resource requests and sharing with SLT, who (once agreed) will then share with staff.

Aims

This policy aims to:

- set out the school's approach to Relationships and Sex Education in line with the DfE statutory guidance (2025);
- promote pupils' physical, mental and emotional wellbeing through an age-appropriate, evidence-informed RSE curriculum;
- ensure pupils develop the knowledge, skills and attributes they need to build positive, safe and respectful relationships, including online;
- support safeguarding by teaching pupils to recognise risks, seek help and report concerns;
- ensure content is inclusive of all pupils and respectful of diversity while not presenting contested views as fact;

- promote transparency by explaining how parents can access curriculum materials, identifying which material constitutes sex education, and how withdrawal from sex education works;
- clarify how RSE is delivered, who is responsible and how teaching is monitored and reviewed.

Statutory Requirements

North Oxfordshire Academy delivers Relationships and Sex Education (RSE) in line with the Department for Education's statutory guidance (updated July 2025, effective September 2026). RSE is a compulsory part of the curriculum, ensuring all pupils receive accurate, age-appropriate and inclusive teaching on relationships and sex. Provision addresses safeguarding priorities, including online risks, misogyny, violence against women and girls, harmful influences, and personal safety, while promoting mental health, resilience and respect for diversity. RSE is taught within a safe, supportive environment by trained staff, with clear communication to parents and carers, and is regularly reviewed.

Working with Parents

North Oxfordshire Academy recognises the importance of parental involvement in their child's education; parents are a child's first and most enduring educators, providing the foundational learning, emotional support, and guidance that shape their development from birth.

It is vital that parents are confident in the content and messaging of the RSE their child receives.

North Oxfordshire Academy will ensure that parents are consulted on RSE policy and have access to what their child will learn in RSE.

Overviews of content can be found on the PSHCE page of the school website [North Oxfordshire Academy > Learning > Personal Development and Careers > PSHCE](#), and the student-facing lesson content can be accessed on request by contacting Daniela Faulconbridge via Enquiries@northoxfordshire-academy.org.

North Oxfordshire Academy will endeavour to respond to requests within 48 hours but if parents have immediate concerns, please contact the school directly to speak to your child's Pastoral Leader.

Parental Right to Withdraw Children

North Oxfordshire Academy acknowledges the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from relationships education.

Parents wishing to discuss the withdrawal of their child from some or all of the sex education provided should contact Enquiries@northoxfordshire-academy.org outlining this request.

In considering such a request, North Oxfordshire Academy will use the following process:

- The Principal and the Assistant Principal for Personal Development will meet with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal will discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- The Principal will outline provision that will be made during lessons where the child has been withdrawn from sex education, which will be appropriate and purposeful.
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), North Oxfordshire Academy will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if

the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Definitions: Relationships Education

Relationships education is designed to help pupils build and maintain positive relationships while also recognising potential risks and harms. As part of this, teaching may cover issues such as preventing sexual abuse or avoiding the sharing of inappropriate material online, without the need to describe any sexual activity in detail.

In line with safeguarding best practice, pupils should also learn the correct names for different parts of the body and be able to use these terms confidently and accurately. These terms can be taught without any reference to, or details of, sexual activity.

Relationships education is compulsory, and parents do not have the right to withdraw their child from relationships education or health education.

Relationships education includes teaching about:

- families, including diverse family structures
- friendships and respectful relationships
- safe, caring and healthy relationships
- harmful relationships, sexual harassment and sexual violence
- boundaries, consent and communication
- online behaviour, digital safety, harmful online attitudes and image-sharing
- recognising and reporting unsafe behaviours

Relationships education does not describe the detail of sexual activity.

Definitions: Sex Education

Sex education is teaching about:

- sexual activity and sexual decision-making
- contraception and safer sex
- sexually transmitted infections (STIs)
- sexual health services
- intimate relationships and sexual consent in context

When sharing overviews of content in upcoming units, all content that is considered “sex education” and subject to the right to withdraw will be clearly indicated with a (W).

Curriculum Content and Organisation

The RSE curriculum is delivered through:

- timetabled lessons
- tutor time
- assemblies
- expert-led workshops
- extended tutor sessions
- cross-curricular links to Science, PE, RE, Hospitality, and Computing

North Oxfordshire Academy uses RSE materials which are created Chameleon PD and then adapted by our own teachers to meet the needs of our pupils. We also use external content from PSHE Association to deliver sessions on topics such as Consent, Respect and Misogyny, First Aid and Managing Risk

The majority of RSE lessons at North Oxfordshire Academy are delivered by our own teaching staff. The central curriculum is accompanied by guidance and support, and more bespoke training is delivered when lessons cover especially complex or sensitive materials. All teachers receive annual safeguarding training.

North Oxfordshire Academy uses external providers to supplement the curriculum at various points throughout the year. When external providers are invited to work with students, parents will be informed about the provider and the nature of the session through weekly parent emails. This will be included in the curriculum maps but there may be for in-year decisions to work with external providers.

Parents can request to see all student-facing lesson materials by contacting Daniela Faulconbridge via Enquiries@northoxfordshire-academy.org.

North Oxfordshire Academy will endeavour to respond to requests within 48 hours but if parents have immediate concerns, please contact the school directly to speak to your child's Pastoral Leader.

The objectives that are covered in each year group are included in Appendix 1.

Teaching and Learning

RSE at North Oxfordshire Academy is delivered in a way that:

- is appropriate to age and stage
- is scientifically factual, objective and legally accurate
- equips pupils with communication and decision-making skills
- encourages open discussion while setting safe boundaries
- promotes respect, inclusivity and safeguarding
- avoids teaching contested views as fact
- maintains balance and impartiality

Staff will:

- use ground rules
- prepare pupils ahead of time where appropriate
- signpost pupils to support
- manage disclosures in line with safeguarding procedures
- balance the need for accuracy with sensitivity

Responding to Questions

Pupils may ask questions that are outside of the scope of the lesson or what is appropriate for a member of staff to discuss with them. This may be due to the fact that the child in question has been withdrawn from the sex education element of the subject.

Nonetheless, children's curiosity makes it unlikely that an unsatisfied request for information will end there, and it is highly likely that they will seek alternative sources. These are likely to be less reliable and even unsafe.

If a pupil asks a question that a member of staff cannot answer, the following steps will be followed:

- The member of staff will discreetly and sensitively reassure the pupil that it is normal to be curious and explain to the pupil why they are unable to answer the question. They may ask the pupil whether this is something they would feel able to ask a parent about, or signpost to specialist services if appropriate.

- The member of staff will follow safeguarding policies and procedures as appropriate, but even if the question posed does not constitute a safeguarding concern, the RSHE lead and/or the SLT line manager for RSHE will be informed on the same day.
- Leaders will consider the likelihood of the pupil seeking answers to their question/s elsewhere and the possible implications of this. They may consider it appropriate to contact parents to discuss how to best support and guide the pupil.

Inclusivity and Accessibility

Pupils with SEND

All pupils, including those with SEND, have a full entitlement to RSE, and having an additional need is never a reason to restrict access to essential learning about relationships, safety, consent and wellbeing.

Research suggests that children and adults with SEND can be more vulnerable to abuse and exploitation. Provision of high-quality, adapted RSE is a critical protective factor.

This section should be read in conjunction with the school's SEND Policy and Teaching and Learning Policy.

Teaching and Learning

- Teaching will be personalised through adapted resources, simplified but accurate language, pre-teaching of key vocabulary, visual supports, and highly structured routines for discussion and decision-making.
- Lessons will be paced carefully, use multi-sensory approaches and provide extra processing time.
- Staff will maintain high expectations of dignity, age-appropriate content and respect, ensuring materials reflect diverse families, relationships and identities, including those of young people with SEND.
- As appropriate, planning will be trauma-informed and sensitive to pupils who may have experienced adversity, with clear routes for help-seeking at appropriate points in units. These adaptations support access without lowering ambition or omitting statutory content.

Pupils' Religious and Faith Backgrounds

RSE will respect religious and cultural diversity, uphold pupils' rights to accurate information and safety, and comply with the Equality Act. Teaching will avoid discrimination and protect pupils' dignity.

Principles

- Assume diversity, not uniformity: different pupils of the same faith will interpret teachings differently.
- Meet statutory RSE outcomes while treating faith backgrounds fairly and avoiding discrimination.
- Prioritise pupils' wellbeing, dignity and safeguarding when adapting content.
- Engage fully with parents, pupils and, where appropriate, faith leaders and members of the community when consulting on the curriculum.

Teaching, Learning and Curriculum

Teachers and leaders must balance pupils' rights to access all statutory content with sensitivity to religious and cultural diversity.

When planning lessons, North Oxfordshire Academy will:

- **Offer neutral, balanced coverage:** RSE should be delivered in a balanced and neutral way. This is especially important where religious and cultural perspectives mean that pupils may have

strong beliefs about some content. Teachers will present accurate faith viewpoints alongside secular and other perspectives, so pupils see a balanced picture.

- **Use inclusive imagery and language:** ensure visuals show religious and cultural diversity and avoid metaphors that may confuse pupils with mobility needs or ASD.
- **Manage discussions carefully:** deliver content in an objective way and use ground rules and clear boundaries to manage pupil discussion.
- **Map objectives to need:** teachers start from the required learning outcomes and identify where faith perspectives are most likely to be relevant (e.g. family, marriage, contraception, gender).
- **Build in alternatives:** consider additional consultation with parents and pupils to ensure sensitive delivery where appropriate.
- **Consider faith perspectives:** build in opportunities to reflect on RSE objectives through the lens of faith teachings when appropriate and helpful.
- **Employ distancing techniques:** use stories, role-play, third-person scenarios or case studies to explore sensitive issues safely.

Complaints

Any complaints about the Relationships and Sex Education programme should be made in accordance with the school's usual complaints procedure. This can be accessed [here](#)

Approval and Review

- This policy is approved by the governing body.
- It is reviewed **annually**, or sooner if national guidance changes or it is otherwise appropriate to make amendments.
- Kathryn Bannister is responsible for coordinating the review process.
- The policyholder is Daniela Faulconbridge

YEAR 8	Date	Lesson	RSE Strand	Chameleon Strand	Chameleon Title	SMSC	FBV	Character values
Term 1	9.9.2026	1	MW, PHF	Health & Fitness	Mental health and PE	Spiritual, Social	Individual Liberty	Self-awareness, Resilience
Term 1	21.9.2026	2	DATV, PS	Keeping Safe on and Offline	Gambling	Moral, Social	Rule of Law	Responsibility, Integrity
Term 1	6.10.2026	3	OSA, PS	Keeping Safe on and Offline	Financial exploitation and sextortion	Moral, Social	Rule of Law	Awareness, Courage
Term 1	20.10.2026	4	OSA, ISR	Keeping Safe on and Offline	Pornography	Moral, Social	Mutual Respect	Respect, Integrity
Term 2	11.11.2026	5	DATV, WO	Keeping Safe on and Offline	Substances and media	Moral, Social	Individual Liberty	Responsibility, Self-discipline
Term 2	25.11.2026	6	OSA, WO	Keeping Safe on and Offline	What does the internet know about me?	Moral, Social	Individual Liberty	Awareness, Responsibility
Term 2	9.12.2026	7	RR	Skills Values & Responsibilities	Accepting responsibility	Moral, Social	Individual Liberty	Responsibility, Accountability
Term 3	6.1.2027	8	OSA, RR	Keeping Safe on and Offline	Online bullying	Moral, Social	Mutual Respect	Kindness, Courage
Term 3	20.1.2027	9	OSA, WO	Keeping Safe on and Offline	Media Influence & Chatbots	Social, Cultural	Individual Liberty	Critical Thinking, Awareness
Term 3	3.2.2027	10	DATV, WO	Keeping Safe on and Offline	Substances & the media	Moral, Social	Individual Liberty	Responsibility, Resilience
Term 4	24.2.2027	11	Careers	Careers	Careers	Social	Individual Liberty	Responsibility, Determination
Term 4	10.3.2027	12	Careers	Careers	Careers	Social, Cultural	Individual Liberty	Aspiration, Resilience
Term 4	24.3.2027	13	Careers	Careers	Careers	Social	Individual Liberty	Ambition, Self-awareness
Term 5	21.4.2027	14	PHF, HPP	Health & Fitness	Science and health	Moral, Social	Individual Liberty	Responsibility, Self-care
Term 5	5.5.2027	15	HPP	Keeping Safe on and Offline	Medicine safety and preventing infection	Moral, Social	Rule of Law	Responsibility, Awareness
Term 5	19.5.2027	16	RR, ISR	Relationships and Sex Education	Positive romantic relationships	Spiritual, Social	Mutual Respect	Respect, Empathy
Term 6	9.6.2027	17	RR, MW	Relationships and Sex Education	Healthy ways to manage relationship feelings	Spiritual, Social	Mutual Respect	Resilience, Empathy
Term 6	23.6.2027	18	F, RR	Skills values & Responsibilities	Challenging unfair family expectations and cultural expectations	Moral, Social, Cultural	Mutual Respect, Tolerance of Different Faiths and Beliefs	Equality, Courage
Term 6	7.7.2027	19	RR, ISR	Relationships and Sex Education	Am I ready for a girlfriend or boyfriend?	Spiritual, Social	Mutual Respect	Self-awareness, Respect

YEAR 9	Date	Lesson	RSE Strand	Chameleon Strand	Chameleon Title	SMSC	FBV	Character values
Term 1	9.9.2026	1	OSA, WO	Keeping Safe on and Offline	Different online behaviour	Moral, Social	Individual Liberty, Mutual Respect	Respect, Responsibility
Term 1	21.9.2026	2	OSA, ISR	Keeping Safe on and Offline	Sexting	Moral, Social	Rule of Law, Mutual Respect	Responsibility, Integrity
Term 1	6.10.2026	3	MW	Emotional & Mental Health	Connection, loneliness and mental health	Spiritual, Social	Individual Liberty	Empathy, Resilience
Term 1	20.10.2026	4	MW, PHF	Health & Fitness	Sleep and relaxation	Spiritual, Social	Individual Liberty	Self-care, Resilience
Term 2	11.11.2026	5	MW	Emotional & Mental Health	What affects mental health	Spiritual, Social	Individual Liberty	Self-awareness, Resilience
Term 2	25.11.2026	6	DATV	Keeping Safe on and Offline	Recreational drug use	Moral, Social	Rule of Law	Responsibility, Integrity
Term 2	9.12.2026	7	DATV, BFA	Keeping Safe Online and Offline	Substances and emergencies	Moral, Social	Rule of Law	Awareness, Responsibility
Term 3	6.1.2027	8	BFA, HPP	Health & Fitness	<u>Life saving science</u>	Moral, Social	Rule of Law	Responsibility, Courage
Term 3	20.1.2027	9	HPP	Health & Fitness	Cancer prevention or prevention of infection	Moral, Social	Individual Liberty	Responsibility, Self-care
Term 3	3.2.2027	10	HPP, DB	Health & Fitness	Y10 Women's Health	Social, Cultural	Mutual Respect	Respect, Awareness
Term 4	24.2.2027	11	Careers	Careers	Careers	Social	Individual Liberty	Responsibility, Determination
Term 4	10.3.2027	12	Careers	Careers	My Future Options	Social, Cultural	Individual Liberty	Aspiration, Resilience
Term 4	24.3.2027	13	Careers	Careers	Higher Education & Employment	Social	Individual Liberty	Ambition, Determination
Term 5	21.4.2027	14	ISR	Relationships and Sex Education	Contraception	Moral, Social	Individual Liberty, Mutual Respect	Responsibility, Respect
Term 5	5.5.2027	15	ISR	Relationships and Sex Education	Unintended pregnancy	Moral, Social	Individual Liberty	Responsibility, Empathy
Term 5	19.5.2027	16	ISR, HPP	Relationships and Sex Education	Sexually transmitted infections	Moral, Social	Individual Liberty	Responsibility, Awareness
Term 6	9.6.2027	17	RR, ISR	Relationships and Sex Education	Positive intimate relationships	Spiritual, Social	Mutual Respect	Respect, Empathy
Term 6	23.6.2027	18	RR, ISR	Relationships and Sex Education	Am I ready for a sexual relationship	Spiritual, Social	Mutual Respect	Self-awareness, Respect
Term 6	7.7.2027	19		Keeping Safe Online and Offline	FGM ????			

YEAR 10	Date	Lesson	RSE Strand	Chameleon Strand	Chameleon Title	SMSC	FBV	Character values
Term 1	9.9.2026	1	RR, BS	Skills values & Responsibilities	Radicalization and extremism	Moral, Social, Cultural	Rule of Law, Mutual Respect, Tolerance	Courage, Respect
Term 1	21.9.2026	2	MW, RR	Relationships and Sex Education	Exploring identity	Spiritual, Social	Individual Liberty	Self-awareness, Respect
Term 1	6.10.2026	3	RR, ISR	Relationships and Sex Education	Marriage, partnerships and the law	Moral, Social	Rule of Law, Mutual Respect	Responsibility, Respect
Term 1	20.10.2026	4	RR, MW	Relationships and Sex Education	Impact of loss and separation in a relationship	Spiritual, Social	Mutual Respect	Empathy, Resilience
Term 2	11.11.2026	5	MW	Emotional Health & Wellbeing	Stress, anxiety and depression	Spiritual, Social	Individual Liberty	Resilience, Self-awareness
Term 2	25.11.2026	6	OSA, BS	Keeping Safe Online and Offline	Managing unwanted attention	Moral, Social	Rule of Law	Courage, Awareness
Term 2	9.12.2026	7	DATV, PS	Keeping Safe Online and Offline	Gambling addiction	Moral, Social	Rule of Law	Responsibility, Self-discipline
Term 3	6.1.2027	8	HPP	Health & Fitness	Cancer Prevention	Moral, Social	Individual Liberty	Responsibility, Self-care
Term 3	20.1.2027	9	BFA, HPP	Health & Fitness	Lifesaving science	Moral, Social	Rule of Law	Responsibility, Courage
Term 3	3.2.2027	10	HPP, DB	Health & Fitness	Women's Health	Social, Cultural	Mutual Respect	Respect, Awareness
Term 4	24.2.2027	11	Careers	Careers	Know Yourself – Interests & Personality	Social	Individual Liberty	Self-awareness, Determination
Term 4	10.3.2027	12	Careers	Careers	Know Yourself – Work Environments	Social	Individual Liberty	Adaptability, Aspiration
Term 4	24.3.2027	13	Careers	Careers	Making a CV	Social	Individual Liberty	Responsibility, Ambition
Term 5	21.4.2027	14	OSA, ISR	Keeping Safe Online and Offline	AI deep fake and Pornography	Moral, Social	Rule of Law, Mutual Respect	Integrity, Awareness
Term 5	5.5.2027	15	BS, PS	Keeping Safe Online and Offline	Women's safety	Moral, Social	Rule of Law	Awareness, Courage
Term 5	19.5.2027	16	RR, ISR	Relationships and Sex Education	Stages of romantic relationships	Spiritual, Social	Mutual Respect	Respect, Empathy
Term 6	9.6.2027	17	F	Relationships and Sex Education	Parenting and teenagers	Social, Cultural	Mutual Respect	Empathy, Responsibility
Term 6	23.6.2027	18	ISR	Relationships and Sex Education	Safer sex	Moral, Social	Individual Liberty	Responsibility, Respect
Term 6	7.7.2027	19	ISR, DB	Relationships and Sex Education	Pregnancy and reproduction	Social, Cultural	Individual Liberty	Responsibility, Self-awareness

YEAR 11	Date	Lesson	RSE Strand	Chameleon Strand	Chameleon Title	SMSC	FBV	Character values
Term 1	9.9.2026	1	Careers	Careers	Careers Vocabulary Post-16 Decision Making	Social	Individual Liberty	Responsibility, Determination
Term 1	21.9.2026	2	Careers	Careers	Planning for the Future	Social	Individual Liberty	Aspiration, Resilience
Term 1	6.10.2026	3	Careers	Careers	Action Plan	Social	Individual Liberty	Ambition, Responsibility
Term 1	20.10.2026	4	ISR, RR	Skills values & Responsibilities	The law rights and responsibilities in sexual relationships	Moral, Social	Rule of Law, Mutual Respect	Integrity, Responsibility
Term 2	11.11.2026	5	BS, ISR	Keeping Safe Online and Offline	Sexual assault and what to do about it	Moral, Social	Rule of Law	Courage, Awareness
Term 2	25.11.2026	6	DATV, ISR, HPP	Keeping Safe Online and Offline	Substances and risky sex & finding/using health care services	Moral, Social	Individual Liberty, Rule of Law	Responsibility, Self-awareness
Term 2	9.12.2026	7	BS, RR	Keeping Safe Online and Offline	Domestic violence	Moral, Social	Rule of Law, Mutual Respect	Courage, Empathy

YEAR 12	Date	Lesson	RSE Strand	Chameleon Title	SMSC	FBV	Character values	Assembly
Term 1	9.9.2026	1	BS, RR	Keeping Safe and Online – 1. Prevent	Moral, Social, Cultural	Rule of Law, Mutual Respect	Responsibility, Respect	
Term 1	21.9.2026	2	BS, PS	Keeping Safe and Online – 2. Gang Crime	Moral, Social	Rule of Law	Courage, Responsibility	
Term 1	6.10.2026	3	DATV, PS	Keeping Safe and Online – 3. Drugs and Drink Spiking	Moral, Social	Rule of Law	Awareness, Responsibility	Women's Safety
Term 1	20.10.2026	4	PS	Keeping Safe and Online – 4. Travel Safety	Moral, Social	Individual Liberty	Awareness, Independence	
Term 2	11.11.2026	5	RR	Relationships and Sex Education- 1. Misogyny	Moral, Social, Cultural	Mutual Respect, Tolerance	Respect, Equality	Incel/Subcultures
Term 2	25.11.2026	6	ISR, RR	Relationships and Sex Education2. Love or Lust; Sex as a positive experience	Spiritual, Social	Mutual Respect	Respect, Self-awareness	
Term 2	9.12.2026	7	ISR	Relationships and Sex Education – 3. Contraception and Choices	Moral, Social	Individual Liberty	Responsibility, Respect	
Term 3	6.1.2027	8	ISR, HPP	Relationships and Sex Education – 1. Sexual Health and STIs	Moral, Social	Individual Liberty	Responsibility, Awareness	School Nurse
Term 3	20.1.2027	9	ISR, F	Relationships and Sex Education-2. Pregnancy and Young Parenthood	Social, Cultural	Mutual Respect	Responsibility, Empathy	
Term 3	3.2.2027	10	F, ISR	Relationships and Sex Education – 3. Miscarriage	Spiritual, Social	Mutual Respect	Empathy, Resilience	
Term 4	24.2.2027	11	HPP	Health and Fitness-1. Monitoring my Health	Moral, Social	Individual Liberty	Responsibility, Self-care	
Term 4	10.3.2027	12	MW	Health and Fitness-2. Suicide Prevention	Spiritual, Social	Individual Liberty	Empathy, Courage	Suicide Prevention
Term 4	24.3.2027	13	HPP, DB	Health and Fitness-3. Menopause and Women's Health; Menstrual Health; Pelvic Floor Health	Social, Cultural	Mutual Respect	Respect, Awareness	
Term 5	21.4.2027	14	Careers	Future Choices and Money - UCAS	Social	Individual Liberty	Aspiration, Determination	UCAS Launch
Term 5	5.5.2027	15	Careers	Future Choices and Money-UCAS	Social	Individual Liberty	Aspiration, Determination	
Term 5	19.5.2027	16	Careers	Future Choices and Money-UCAS	Social	Individual Liberty	Responsibility, Ambition	
Term 6	9.6.2027	17	Careers/Finance	Future Choices and Money – Consumer Rights	Moral, Social	Rule of Law	Responsibility, Independence	
Term 6	23.6.2027	18	Careers/Finance	Future Choices and Money – Salary/Tax/Ni and saving options	Moral, Social	Individual Liberty	Responsibility, Financial Awareness	
Term 6	7.7.2027	19	Careers/Finance	Future Choices and Money -	Social	Individual Liberty	Independence, Aspiration	

YEAR 13	Date	Lesson	RSE Strand	Chameleon Title	SMSC	FBV	Character values	Assembly
Term 1	9.9.2026	1	Finance	Finance and Money Management – 1. Renting and Cost of Living	Social	Individual Liberty	Responsibility, Independence	
Term 1	21.9.2026	2	Finance	Finance and Money Management – 2. Credit Cards	Moral, Social	Individual Liberty	Responsibility, Self-discipline	
Term 1	6.10.2026	3	Finance	Finance and Money Management – 3. Student Finance 1	Social	Individual Liberty	Financial Awareness, Responsibility	Women's Safety
Term 1	20.10.2026	4	Finance	Finance and Money Management – 4. Student Finance 2	Social	Individual Liberty	Independence, Determination	
Term 2	11.11.2026	5	RR, F	Healthy, Positive Relationships – Faith and Relationships	Spiritual, Social, Cultural	Mutual Respect, Tolerance	Respect, Empathy	Incel/Subcultures
Term 2	25.11.2026	6	RR	Healthy, Positive Relationships- Healthy Communication	Social	Mutual Respect	Respect, Confidence	
Term 2	9.12.2026	7	RR	Healthy, Positive Relationships – Workplace Communication	Social	Mutual Respect	Professionalism, Responsibility	
Term 3	6.1.2027	8	MW	Emotional and Mental Health – Anxiety and Depression	Spiritual, Social	Individual Liberty	Resilience, Self-awareness	School nurse
Term 3	20.1.2027	9	OSA, WO	Emotional and Mental Health – Harmful online content/AI Chat bots	Moral, Social	Individual Liberty	Critical Thinking, Awareness	
Term 3	3.2.2027	10	DATV, PS	Emotional and Mental Health – Online Gambling	Moral, Social	Rule of Law	Responsibility, Self-discipline	
Term 4	24.2.2027	11	MW	Health and Fitness – 1. Exam Stress and Management	Spiritual, Social	Individual Liberty	Resilience, Determination	
Term 4	10.3.2027	12	HPP	Health and Fitness-2. Navigating Healthcare Services	Social	Individual Liberty	Responsibility, Independence	
Term 4	24.3.2027	13	PHF, HPP	Health and Fitness-3. Healthy Habits; Diet and self-examination	Moral, Social	Individual Liberty	Self-care, Responsibility	

Extended Tutor Speaker Days & Themes

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	PC Kelly	DSMF	Charlie's Promise	First Aid	Online Risks	Career Detectives
Year 8	PC Kelly	Drugline	Charlie's Promise	Online Risks	Community	Careers
Year 9	PC Kelly	Drugline	Charlie's Promise	Amy Winehouse Foundation	Online Risks	Bibby Finance
Year 10	The Prevent Guy	Drugline	Charlie's Promise	Amy Winehouse Foundation	Bibby Finance	First Aid
Year 11	The Prevent Guy	Drugline	Charlie's Promise	Normal Timetable	Normal Timetable	Normal Timetable
Year 12	The Prevent Guy	Drugline	Warwick University - Finance	Amy Winehouse Foundation	First Aid	Road Safety
Year 13	The Prevent Guy	Drugline	Warwick University - Finance	Amy Winehouse Foundation - Optional	Normal Timetable	Normal Timetable