



St Peter's
Collegiate Academy

RSE

(Relationships and Sex Education)

Policy

Owner:	PHSE Lead
Review by:	Local Governing Body
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Numquam Frustra



'Life in all its fullness'

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Mission Statement

Vision, Values & Virtues

"Above everything, love one another earnestly."

1 Peter 4:8

Vision

Rooted in our Christian values, of service, respect, and aspiration, our vision is inclusive and welcomes everyone, from all backgrounds, who seek an education grounded in Christian values and beliefs, which we strive to integrate into everything we do. We represent our values and virtues as a flower, as a visual representation of every student's quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness.

"Our vision is to support our students in their quest for knowledge and wisdom, helping them flourish as lifelong learners who seek to love God, serve the community, and live life in all its fullness."

Values

Developing values like respect, service and aspiration is crucial for secondary-age students as they navigate through a formative period in their lives. These values serve as guiding principles that shape their character, influence their interactions with others and contribute to their overall growth and success.

Values	Values	What does this mean for our St Peter's learning community?
Respect	Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Look not only to your own interests but also to the interest of others." (Philippians 2:3 - 4)	When we show respect to everyone, we create a positive and inclusive environment where everyone feels valued and safe. This means listening to each other, appreciating diverse perspectives, and treating one another with kindness. Respectful interactions reduce conflicts and promote cooperation, allowing both students and staff to focus on learning and personal growth. In this supportive community, we enhance academic achievement, nurture healthy relationships, and prepare for successful and respectful interactions beyond school.
Service	But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for hope that is in you; yet do it with gentleness and respect. (1 Peter 3:15)	When we serve each other and our peers, our academy becomes a community of care and support. This means offering help, showing kindness, and prioritising the well-being of others. In an academy where service is valued, the atmosphere feels welcoming and collaborative, with everyone contributing positively. In such an environment, students and staff are more connected, motivated, and

		inspired to learn and grow together. By embracing a spirit of service, we enhance our academy community, and develop the skills and compassion needed to make a positive impact beyond our academy walls.
Aspiration	Love the Lord your God with all your heart, soul, mind and strength, and love others as yourself. (Mark 12:30)	When we all aspire for students to fulfil their God-given potential, our academy becomes a place of encouragement and growth. This means setting high expectations, providing support, and believing in each student's unique abilities. In an academy where aspiration is valued, the atmosphere is inspiring and driven, with everyone striving for excellence. In such an environment, students and staff are more motivated, ambitious, and eager to achieve their best. By embracing a spirit of aspiration, we enhance our academy community and help students develop the skills and confidence needed to reach their full potential and make a meaningful impact beyond our academy walls.

Virtues

Virtues are qualities or characteristics that are morally good and valued in individuals, often seen as contributing to ethical behaviour, personal excellence, and positive social interactions. At St Peter's Collegiate Academy, we aspire for all students to demonstrate these virtues every day because they contribute to personal development, positive relationships, and a strong sense of moral character.

Virtue	What does this look like in student and staff conduct?
Truthfulness	Being honest and sincere in words and actions, adhering to truth and accuracy.
Responsibility	Taking ownership of one's actions, duties, and obligations, and being accountable for them.
Perseverance	Persisting in a course of action despite difficulties or obstacles, showing determination and tenacity.
Resilience	The ability to bounce back from adversity, setbacks, or challenges, and to adapt positively to difficult situations.
Empathy	Understanding and sharing the feelings, thoughts, and experiences of others, and responding with compassion.
Compassion	Showing kindness, care, and concern for others' well-being, particularly in times of distress or need.

At St. Peter's Collegiate Academy, we commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers including discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the academy.
- 2. That RSE (Relationships, Sex and Health Education) will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced, monitored and evaluated in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the academy to enhance and supplement the programme will be expected to respect the academy's published policy for RSE.
- 3. That RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider ' community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities (where applicable) on matters of sex and relationships and teach these viewpoints with respect. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the Academy, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the Academy's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education. The Academy has a strong pastoral and SEND department that will provide additional support where necessary.

8. To seek pupils' views about RSE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

In addition, all Church of England Schools and Academies are subject to English Law, including the Equality Act 2010. This protects people from discrimination (both direct and indirect) and harassment in various fields on the grounds of certain 'protected characteristics'. These include: gender reassignment (gender identity) and sexual orientation.

This policy operates in conjunction with the following academy policies:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- British Values Policy

Documents and legal requirements that inform the Academy's RSE policy include: Education Act (1996) Learning and Skills Act (2000) Education and Inspections Act (2006) Equality Act (2010) Supplementary Guidance SRE for the 21st century (2014) Keeping children safe in education – Statutory safeguarding guidance (2018) Children and Social Work Act (2017).

What is RS(H)E? Extract taken from the Department for Education guidance (July 2025)

RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.

When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Curriculum Intent

PSHE enables our young learners to develop their knowledge, skills and attributes they need to empower themselves in our community. Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

Curriculum Implementation

All students have regular weekly timetabled lessons of PSHE plus have the opportunity to engage in additional opportunities across the curriculum and enrichment activities. 'This approach guarantees continuity and progression. It allows teachers and young people to assess progress and measure the impact of the programme'. This delivery method ensures that PSHE is recognised as a valued subject by all students and staff. Everyone has a responsibility to take an active part in ensuring that we meet our statutory duties and that we are promoting student wellbeing and safeguarding. PSHE is split into the three core themes.

Health and Wellbeing: here the curriculum focus is on enabling students to make well-informed, positive choices for themselves. Therefore, they will gain an understanding of how their bodies are changing; how they are feeling and why; the language they use to talk about their bodies, health & emotions and how that develops through different experiences and why looking after their mental and physical health is important.

Living in the wider world: even though much of this strand is not part of the statutory requirements it is regarded as equally important. High quality PSHE education will cover economic well being, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Relationships (RSE): the aim of this area is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach students what is acceptable and unacceptable behaviour in different relationships. We follow guidance from PSHE Association and the guidance from the Church of England.

We also make links to the national curriculum of citizenship throughout our PSHE programme. We ensure that students are provided with the knowledge, skills and understanding to prepare them to play a full and active part in society which fosters an awareness and understanding of important topics such as democracy, government and how laws are made and upheld. As a school we achieve this via the promotion of the 5 British values. The 5 British values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. These 5 values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.

Curriculum Impact

Students will develop skills and attributes to help keep them healthy, safe and prepare them for life and work in modern Britain. Through PSHE we believe that we are supporting students in achieving their academic potential and to leave school equipped with skills that they will need throughout their lives. Students will gain the following skills: teamwork, communication and resilience. These are crucial for them to be able to navigate the challenges and opportunities of the modern world and are increasingly valued by employers. PSHE supports our learners to live a healthier and safer life. Key topic areas such as relationships and healthy life choices enable this to take place within an educational setting. PSHE also has the power to prepare our young learners for life and work with topics such as money management and learning about transferable skills. We aim to enable the students, young people and communities we serve to flourish as they experience education for wisdom, hope, community and dignity and discover life in all its fullness which Jesus offers.

Secondary relationships and sex education curriculum content

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples.

The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.

4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.⁸
6. How families and relationships change over time, including through birth, death, separation and new relationships.

7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.

12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

3. The characteristics of social media, including that some social media accounts are fake, and /or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.

4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Secondary health and wellbeing curriculum content

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.

2. Life-saving skills, including how to administer CPR

3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Teaching about the law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons

- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

Assessments

Assessment for learning plays a crucial role in Personal, Social, Health and Economic Education (PSHE) at St Peter's Academy. One effective method of assessment employed is the RAG self-evaluation assessment. Self-assessment empowers students to reflect on their learning progress and take ownership of their education.

At the beginning and end of each PSHE topic, students will engage in this assessment. During the initial assessment, students will evaluate their existing knowledge and skills, assigning themselves a colour-coded rating based on their confidence and understanding. This includes using the Red, Amber and Green (RAG) system, where Red indicates limited understanding, Amber signifies some understanding and Green represents a high level of comprehension.

By revisiting the self-assessment at the end of the topic, students can gauge their growth, identify areas for improvement and celebrate their successes. This approach promotes self-reflection, fosters metacognition and encourages students to take an active role in their learning journey. At the end of the term, students also participate in a mini quiz that covers the key topic areas they have studied throughout the course. This activity serves as both a recap and a means of reinforcing their knowledge. The quiz is peer-assessed, allowing students to review and evaluate each other's answers, which fosters collaborative learning. Open discussions about the answers are encouraged, providing an opportunity for students to clarify misconceptions, share diverse perspectives and deepen their understanding of the material. This interactive approach not only solidifies their learning but also builds confidence in applying their knowledge in a supportive environment.

Long term view of the curriculum

	Health & Wellbeing		Relationships		Living in the wider world
Term	7	8	9	10	11
1.1	How to transition and be safe at St Peter's Collegiate Academy?	Emotional wellbeing- What does it mean to you?	What do we mean by consent?	How am I influenced in the society that I live in?	How to communicate in relationships?

1.2	What is diversity and how does it affect me?	How can I develop my skills to get the career I want in the future?	How to "fight" peer influence?	How to maintain a healthy relationship?	What are my next steps for my future?
2.1	How to build relationships at St Peter's Collegiate Academy?	How can I promote a healthy, positive relationship?	What are employability skills?		What is RSE?
2.2	Why is developing skills and being aspirational essential?	What are the dangers surrounding drugs and alcohol?	How can I show respect in relationships?	How can you address extremism and radicalisation?	
3.1	Is being healthy really that important?	What are the different forms of discrimination?	How can I improve my body confidence?	How can I be independent?	How can I build for the future?
3.2	What does it mean to be Digital literate in the 21st Century?	What is TAX?	WEK- What is it? What will my future career path look like?		Left School/ Exams

Medium term view of the curriculum

All students have weekly timetabled lessons of PSHE and the opportunity to engage in additional curriculum and enrichment activities. PSHE is split into the three core themes of Health and Wellbeing, Relationships (RSE) and Living in the Wider World.

The Key Stage 3 curriculum is designed around the following big questions:

Year 7

- How do you transition and feel safe at St Peter's Collegiate Academy?
- What is diversity and how does it affect me?
- How do I build relationships at St Peter's Collegiate Academy?
- Why are developing skills and being aspirational essential?
- Is being healthy really that important?
- What does it mean to be digitally-literate in the 21st Century?

Year 8

- Emotional wellbeing - What does it mean to you?
- How can I develop my skills to get the career I want in the future?
- How can I promote a healthy, positive relationship?
- What are the dangers surrounding drugs and alcohol?
- What are the different forms of discrimination?
- What is TAX?

Year 9

- What do we mean by consent?
- How do you “fight” peer influence?
- What are employability skills?
- How can I show respect in relationships?
- How can I improve my body confidence?
- WEK- What is it? What will my future career path look like?

All students have regular bi-weekly timetabled lessons of PSHE and the opportunity to engage in additional curriculum and enrichment activities. The Key Stage 4 curriculum is designed around the following big questions:

- How am I influenced in the society that I live in?
- How to maintain a healthy relationship?
- What is ideology-extremism, radicalisation and misogyny?
- How good is my mental health?
- How can I be independent?
- How to communicate in relationships?
- What are my next steps for my future?
- What is RSE?
- What are the different types of Families?
- How can I build for the future?

KS5- Life Skills

The *Aspire* programme at Three Spires Trust is a structured series of workshops, guest speakers and interactive activities designed to inspire sixth form students and support them in making informed choices about their future. Delivered to Year 12 students at the Compton Campus of Three Spires Sixth Form, the programme encourages learners to “aim high, stay curious, and aspire to be their best” by broadening their horizons and guiding them in planning their next steps. Through a diverse range of opportunities, including talks from universities, external organisations and professional representatives, students are able to explore a variety of education and career pathways, from university degrees to degree apprenticeships. In addition, the programme provides practical guidance, such as support with writing personal statements, ensuring that students are well-prepared for their chosen future destinations.

Parents and Carers

As a Church of England academy, we are committed to teaching about people from different backgrounds, including LGBT people, to help meet our legal duties and ensure that all pupils feel included. We are committed to tackling anti-LGBT bullying, and promoting respect for people with all different backgrounds, because of the values of love, respect, tolerance and understanding that lie at the heart of our Christian ethos.

Currently parents have the right to withdraw their child from sex education up to three terms before their child turns 16 in line with government guidance. From that point onwards, if a student wishes to receive sex education, the academy will arrange for this to happen before they turn 16. If they have already missed their timetabled sex education, suitable arrangements would be made in this instance.

Our academy seeks to work in partnership with parents and carers to provide effective RSE support for children and young people. The academy's RSE programme endeavours to complement and support parent's and carer's roles while also reflecting the academy's Christian character. Parents have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). There is no right to withdraw from the 'relationships' aspect of RSE. We would make alternative arrangements for students who are withdrawn elsewhere in the academy in such cases.

Parents are encouraged to discuss their decisions with the PHSE Lead and the Principal at the earliest opportunity.

This policy was reviewed by the PHSE Lead October 2025 and by the Local Governing Body in November 2025. The next review is October 2026.