



RSHE: Mapping Document

Last updated: July 2025

This mapping document demonstrates how PSHE and the broader curriculum meet the criteria for RSHE as per the government guidance which was published in July 2025.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Families	Pupils should know that there are different types of committed, stable relationships.	<p>RE Year 11: Relationships & Families English: theme of relationships in the following texts: My Sister Lives on the Mantelpiece (Y7), Romeo and Juliet (Y7), Blood Brothers (Y8), Julius Caesar (Y9), An Inspector Calls (Y10), A Christmas Carol (Y11), Poppies & Kamikaze (Y11)</p> <p>Form time PSHE: All year groups cover sessions on healthy relationships.</p>
	Pupils should know how these relationships might contribute to wellbeing and their importance for bringing up children.	<p>RE Year 11: Relationships & Families English theme of relationships in the following texts: My Sister Lives on the Mantelpiece (Y7), Romeo and Juliet (Y7), Blood Brothers (Y8), An Inspector Calls (Y10), A Christmas Carol (Y11). Poppies & Kamikaze (Y11)</p> <p>Form time PSHE: All year groups cover sessions on healthy relationships.</p>
	Pupils should know why marriage or civil partnership is an important relationship choice for many couples. Pupils should know about 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.	<p>RE Year 11: Relationships & Families (in addition to examination content)</p> <p>Form time PSHE: Year 8 cover sessions on types of relationships/marriage/civil partnerships and legal rights.</p>
	Pupils should know that ‘common law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	<p>RE Year 11: Relationships & Families (in addition to examination content)</p> <p>Form time PSHE: Year 8 cover sessions on types of relationships/marriage/civil partnerships and legal rights.</p>

<p>Pupils should know why marriage is an important relationship choice for many couples and why it must be freely entered into. Pupils should know that forced marriage and marrying before the age of 18 is illegal.</p>	<p>RE Year 11: Relationships & Families English theme of relationships/marriage in the following texts: Romeo and Juliet (Y7), Blood Brothers (Y8).</p> <p>Form time PSHE: Year 8 cover a session about marriage. Year 9 and Year 10 cover forced marriage in form time PSHE.</p>
<p>Pupils should know how families and relationships change over time, including through birth, death, separation and new relationships.</p>	<p>Form time PSHE: Year 8 cover a session on relationship changes over time including the listed topics.</p>
<p>Pupils should know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</p>	<p>RE Year 11: Relationships & Families English theme of parent/child relationships in the following texts: Romeo and Juliet (Y7), My Sister Lives on the Mantelpiece (Y7), An Inspector Calls (Y10), Form time PSHE: Year 7 cover a session about the importance of the early years for brain development.</p>
<p>Pupils should know 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.</p>	<p>Form time PSHE: Year 7 – Healthy relationships Year 8 – Peer pressure, online relationships and grooming Year 9, 10, 11 – Harmful sexual behaviour including peer pressure. PSHE sessions for all year groups give advice about seeking help and support.</p>

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Respectful relationships	Pupils should know 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.	<p>English theme of friendship in the following texts: Romeo and Juliet (Y7), My Sister Lives on the Mantelpiece (Y7), Blood Brothers (Y8), Julius Caesar (Y9), A Christmas Carol (Y11).</p> <p>Form time PSHE: Year 7 – Healthy friendships, online relationships – staying safe. Year 8 – Healthy relationships & online relationships. Year 9 – Relationships and healthy boundaries, what a good relationship looks like. Year 10 and 11 - Boundaries & healthy v toxic relationships. PSHE sessions for all year groups give advice about seeking help and support.</p>
	Pupils should know 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.	<p>RE Year 11: Relationships and Families English Y8: The Bone Sparrow</p> <p>Form time PSHE: All year groups cover sessions about equality and Protected Characteristics, especially linked to legal rights.</p> <p>PSHE Immersion 1: All year groups cover sessions on protected characteristics and human rights, including the right to be respected and the importance of showing respect to others.</p> <p>PD Immersion session 3: All students cover the Protected Characteristics and are taught about respect and valuing others.</p>
	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,	Form time PSHE: All year groups cover sessions about self-esteem and mental health. All year groups also cover sessions about healthy relationships, including the

hobbies, friendship groups and skills. Pupils should understand what it means to be treated with respect by others.	importance of being able to have one's own interests. St Mary's College also has a robust core enrichment extra-curricular club offer to support with the development of student interests.
Pupils should know what tolerance requires, including the importance of tolerance of other people's beliefs.	<p>RE Year 7: Baseline module (mission statement) RE Year 8: Holocaust English thematic units: Powerful Voices (Y7)</p> <p>PSHE Immersion 1: All year groups cover sessions on protected characteristics and human rights, including the right to be respected and the importance of showing respect to others.</p> <p>PD Immersion session 3: All students cover the Protected Characteristics and are taught about respect and valuing others.</p>
Pupils should know practical steps they can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships with strangers, including in situations of conflict.	<p>RE Year 8: Creation and Covenant covers topics on the consciousness and the key theme of how to show love to your neighbour.</p> <p>Form time PSHE: Year 7-11 cover sessions on healthy relationships, boundaries and what these look like in practice, including where to get help, advice and support. Students are also advised on how to communicate and resolve conflict effectively in Y9, Y10 and Y11 sessions.</p>
Pupils should know about different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	<p>English: MSLOTM (Y7)</p> <p>Form time PSHE: All year groups cover this in Anti-Bullying week, as well as regular reminders about how to report bullying weekly in form time.</p>
Pupils should develop skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Form time PSHE: Year 10 and Year 11 cover healthy relationships, including ending friendships and relationships sensitively and how to deal with this. Year 9 have a targeted session on this theme.
Pupils should know the role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond	Form time PSHE:

<p>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.</p>	<p>Year 7 – Healthy friendships, online relationships – staying safe, harmful sexual behaviour. Year 8 – Healthy relationships & online relationships, harmful sexual behaviour. Year 9 – Relationships and healthy boundaries, what a good relationship looks like, harmful sexual behaviour and consent in a specific session in the summer term. Year 10 and 11 – Specific, focused sessions on consent. PSHE sessions for all year groups give advice about seeking help and support.</p>
<p>Pupils should know how stereotypes, in particular stereotypes based on sex, gender reassignment, gender, 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.</p>	<p>RE Year 11: Relationships and Families RE Year 9: Misconceptions of Islam English: My Sister Lives on the Mantelpiece (y7), Blood Brothers (Y8).</p> <p>Form time PSHE: Year 8 cover factual information about gender reassignment, Year 9 cover sessions on stereotypes.</p> <p>PD Immersion session 3: Students cover the Protected Characteristics across all year groups and are taught about stereotypes, protected characteristics and misogyny within this.</p>
<p>Pupils should know 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.</p>	<p>Form time PSHE: Year 9, 10 and 11 cover sessions about coercive control, gaslighting and toxic relationships and explain this is criminal, as well as how to get help. Students are taught about power imbalance and how this impacts relationships.</p>
<p>Pupils should know how pornography can negatively influence sexual attitudes and behaviours, including by normalizing 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.</p>	<p>Form time PSHE: Year 10 cover this in form time PSHE session.</p> <p>PSHE Immersion 2: Year 10 have a 2 hour PSHE Immersion session on this topic.</p> <p>PSHE Immersion 3: Year 11 cover contraception and have an external speaker from Cornerhouse who talks about contraception, STIs and pornography.</p>

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.

Form time PSHE: Year 10 cover this in form time PSHE session.

PSHE Immersion 2: Year 10 have a 2 hour PSHE Immersion session on this topic.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Online safety and awareness	Pupils should know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	<p>Form time PSHE – All year groups cover sessions about online safety including conduct and responsible behaviour online.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know about 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.	<p>Form time PSHE: All year groups cover online safety – see PSHE mapping document for specific lesson content. Year 7, 8, 9 and 10 cover specific sessions about sharing photos online.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should understand the characteristics of social media, including that some social medial accounts are fake and/or may post things which aren't real/have been created with AI. Pupils should know 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.	<p>Form time PSHE: All year groups cover online safety – see PSHE mapping document for specific lesson content. Year 7 cover a session on online image and Year 8 cover a session on online presence</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know not to provide material to others that they would not want shared further and not to share 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.	<p>Form time PSHE: All year groups cover online safety – see PSHE mapping document for specific lesson content. Year 7, 8, 9 and 10 cover specific sessions about sharing photos online, including the legal implications of doing so.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know 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 y 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	<p>Form time PSHE: All year groups cover online safety – see PSHE mapping document for specific lesson content. Year 7, 8, 9 and 10 cover specific sessions about sharing photos online and Year 9, 10 and 11 cover specific sessions about the use of AI and deepfake images and the legal implications of sharing indecent images.</p>

	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.	Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.
	Pupils should know 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.	Form time PSHE: All year groups cover online safety and have reminders re where to seek support and how to report issues. Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.
	Pupils should know 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.	Form time PSHE: Year 9, 10 and 11 do sessions about misinformation, AI and deepfake images.
	Pupils should know 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 be taught that online content can present a distorted picture of the world and normalise or glamorize behaviours which are unhealthy and wrong.	Form time PSHE: All year groups cover online safety and have reminders re where to seek support and how to report issues. Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.
	Pupils should know that social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Form time PSHE: All year groups cover online wellbeing within online safety sessions, Year 8 have a specific session about social media and the impact of being online on mental health.
	Pupils should know 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.	English: MSLOTM (Y7) Form time PSHE: All year groups cover this in Anti-Bullying week, as well as regular reminders about how to report bullying (including online bullying) weekly in form time. Form time PSHE: Year 9 cover a session on coercive relationships, Year 10 cover coercion and gaslighting, and Year 11 cover a session on coercion and toxic behaviour. All of these include online coercive control and stalking.

	Pupils should know that pornography, and other online content, often presents a distorted picture of people and their sexual behaviour, 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.	<p>Form time PSHE: Year 10 cover this in form time PSHE session.</p> <p>PSHE Immersion 2: Year 10 have a 2 hour PSHE Immersion session on this topic.</p> <p>PSHE Immersion 3: Year 11 cover contraception and have an external speaker from Cornerhouse who talks about contraception, STIs and pornography.</p>
	Pupils should know how information and data is generated, collected, shared and used online.	<p>Form time PSHE: All year groups cover online safety – see PSHE mapping document for specific lesson content.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know that websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising)	<p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know 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. Pupils should know about the 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.	<p>Form time PSHE: Year 10 cover a session about online scams and extortion.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>
	Pupils should know 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 think critically about new types of technology as they appear online and how they might pose a risk.	<p>Form time PSHE: Year 9 and 10 cover a session about the use of AI including for scams.</p> <p>Cyber safety talk by Humberside Police – they give a talk to Year 7, 8, 9 and 10 each year in the summer term.</p>

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Being safe	Pupils should know how to recognise, respect and communicate consent and boundaries in relationships, including in early relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. Pupils should know that kindness and care for others requires more than just consent.	Form time PSHE: All year groups cover healthy relationships and friendships, including what these look like. Year 9, 10 and 11 do more focused work on healthy relationship boundaries and consent in terms of sexual relationships.
	Pupils should know that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers and others, including sexual pressure, and how to avoid putting pressure on others.	Form time PSHE: Year 7 – Healthy relationships including pressure, harmful sexual behaviour. Year 8 – Peer pressure, online relationships and grooming, harmful sexual behaviour. Year 9, 10, 11 – Harmful sexual behaviour including peer pressure and sexual pressure, consent. PSHE sessions for all year groups give advice about seeking help and support.
	Pupils should know 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.	Form time PSHE: Year 7 – Healthy relationships Year 8 – Peer pressure, online relationships and grooming Year 9, 10, 11 – Harmful sexual behaviour including peer pressure. PSHE sessions for all year groups give advice about seeking help and support for themselves and others.
	Pupils should know 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.	Form time PSHE: Year 7 – dangers of open water swimming, fire safety, road safety, how to be safe when left alone or in unfamiliar settings. Year 8 – accident prevention, dangers of fire, open water, railways. Year 9 – dangers of open water, accident prevention. Year 10 – dangers of open water, accident prevention. Safer Roads Humber – Road safety and seatbelt talk for Year 9 every year

		Inclusion – core group in Year 7 and 8 have swimming lessons, fire and road safety lessons and kitchen safety (safe use of knives) training each year.
	Pupils should know 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.	Form time PSHE: All year groups cover consent, but this differs according to year group. Year 11 have a specific session on sexual violence.
	Pupils should know 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.	Form time PSHE: All year groups cover consent, but this differs according to year group. Years 9-11 cover boundaries including healthy relationships and harassment.
	Pupils should know the concepts and laws relating to sexual violence, including rape and sexual assault.	Form time PSHE: Year 9 – Relationships and healthy boundaries, what a good relationship looks like, harmful sexual behaviour and consent in a specific session in the summer term. Year 10 and 11 – Specific, focused sessions on consent. This includes laws around rape and sexual violence. PSHE sessions for all year groups give advice about seeking help and support.
	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.	Form time PSHE: Year 7 – Healthy friendships, online relationships – staying safe, harmful sexual behaviour. Year 8 – Healthy relationships & online relationships, harmful sexual behaviour and sexualised language. Year 9 – Relationships and healthy boundaries, what a good relationship looks like, harmful sexual behaviour and consent in a specific session in the summer term. Year 10 and 11 – Specific, focused sessions on consent and harmful sexual behaviour. PSHE sessions for all year groups give advice about seeking help and support.
	Pupils should know the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Form time PSHE: Year 7 – Grooming Year 8 – Grooming Year 9 - Coercive relationships, including domestic abuse. Year 10 - Coercion and gaslighting

		Year 11 - Coercion and toxic behaviour, sexual exploitation.
	Pupils should know that fixated, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Form time PSHE: Year 9 cover a session on coercive relationships, Year 10 cover coercion and gaslighting, and Year 11 cover a session on coercion and toxic behaviour. All of these include coercive control and stalking.
	Pupils should know the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming and financial exploitation.	PSHE Immersion 2 – Year 9 do a session on exploitation. Form time PSHE: Year 7 – Grooming Year 8 – Grooming Year 9 - Coercive relationships, including domestic abuse. Year 10 - Coercion and gaslighting Year 11 - Coercion and toxic behaviour, sexual exploitation.
	Pupils should know the concepts and laws relating to forced marriage.	Form time PSHE: Year 8 cover a session about marriage. Year 9 and Year 10 cover forced marriage in form time PSHE.
	Pupils should understand 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 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.	Form time PSHE: Year 11 have two sessions during the year on the theme of FGM including how to report someone they are concerned may be being groomed to become a victim of FGM.
	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.	Form time PSHE: Year 9 – 11 cover sessions on toxic relationships, including domestic violence which touches on this. Mental health in schools & school safeguarding teams – this team do targeted work with students who have experienced or witnessed this.
	Pupil should know 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.	Form time PSHE: Year 10 cover this in form time PSHE session.

		PSHE Immersion 2: Year 10 have a 2 hour PSHE Immersion session on this topic.
		PSHE Immersion 3: Year 11 cover contraception and have an external speaker from Cornerhouse who talks about contraception, STIs and pornography.
	Pupils should be taught 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.	Form time PSHE: All year groups have reminders in each session about how and where to report any concerns of abuse, including how to support a friend or family member.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Intimate and sexual relationships, including sexual health	Pupils should know that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Form time PSHE: Year 9 – Relationships and healthy boundaries, what a good relationship looks like. Year 10 and 11 – Specific, focused sessions on relationships and sexual activity.
	Pupils should know 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.	Form time PSHE: Year 7 – Healthy friendships, online relationships – staying safe, harmful sexual behaviour. Year 8 – Healthy relationships & online relationships, harmful sexual behaviour. Year 9 – Relationships and healthy boundaries, what a good relationship looks like, harmful sexual behaviour and consent in a specific session in the summer term. Year 10 and 11 – Specific, focused sessions on consent. PSHE sessions for all year groups give advice about seeking help and support.
	Pupils should know about sexual consent and their capacity to give or withhold consent at any time, even if initially given as well as the considerations that people might take into account before sexual activity (Eg the law, faith and family values). Pupils should know that kindness and care for others require more than just consent.	Form time PSHE: Year 7 – Healthy friendships, online relationships – staying safe, harmful sexual behaviour. Year 8 – Healthy relationships & online relationships, harmful sexual behaviour. Year 9 – Relationships and healthy boundaries, what a good relationship looks like, harmful sexual behaviour and consent in a specific session in the summer term. Year 10 and 11 – Specific, focused sessions on consent. PSHE sessions for all year groups give advice about seeking help and support.
	Pupils should know 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.	Form time PSHE: All year groups cover sessions on health including mental health, physical health. Year 10 and Year 11 cover sessions on sexual and reproductive health.
	Pupils should know that some sexual behaviours can be harmful.	Form time PSHE: Year 7 – Healthy relationships including pressure, harmful sexual behaviour.

		<p>Year 8 – Peer pressure, online relationships and grooming, harmful sexual behaviour.</p> <p>Year 9, 10, 11 – Harmful sexual behaviour including peer pressure and sexual pressure, consent.</p> <p>PSHE sessions for all year groups give advice about seeking help and support.</p>
	<p>The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.</p>	<p>Science Year 10: Methods of contraception</p> <p>Form time PSHE: Year 10 and Year 11 have PSHE sessions on contraception.</p> <p>PSHE Immersion 3: Year 11 cover contraception and have an external speaker from Cornerhouse who talks about contraception and STIs.</p>
	<p>Pupils should know 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).</p>	<p>Science Year 7: Pregnancy</p> <p>RE Year 11: Religion and Life</p> <p>Form time PSHE: Year 8 do a session about pregnancy as a protected characteristic, Year 11 do a session about pregnancy and miscarriage.</p>
	<p>Pupils should know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. Pupils should know how risk can be reduced through safer sex (including through condom use). Pupils should understand 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. They should understand the importance of, and facts about, regular testing and the role of stigma.</p>	<p>Science Year 10: STI (communicable diseases)</p> <p>PSHE Immersion 3: Year 11 cover contraception and have a speaker from Cornerhouse who talks about contraception and STIs.</p>
	<p>Pupils should know how prevalence of some STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p>	<p>Science Year 10: STI (communicable diseases)</p> <p>PSHE Immersion 3: Year 11 cover contraception and have a speaker from Cornerhouse who talks about contraception and STIs.</p>
	<p>Pupils should know how the use of alcohol and drugs can lead to people taking risks in their sexual behaviour.</p>	<p>English: An Inspector Calls (Y10)</p> <p>Form time PSHE: Year 9 and Year 10 have sessions on drugs and alcohol and how they influence decisions.</p>

		PSHE Immersion 1: Year 11 do a session on appropriate sexual behaviour including how substances such as drugs and alcohol can influence decision making processes around sexual acts.
	Pupils should know how and where to seek support for concerns around sexual relationships including sexual violence or harms.	Form time PSHE: Year 7-11 do sessions about harmful sexual behaviour, and all of these
	Pupils should know 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.	<p>PSHE Immersion 3: Year 11 cover contraception and have a speaker from Cornerhouse who talks about sexual health.</p> <p>Form time PSHE: Year 10 and Year 11 have reminders in all form time PSHE sessions on this topic about how to access confidential advice on these topics.</p>

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Mental wellbeing	Pupils should know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Form time PSHE: All year groups cover mental health and wellbeing. Year 7 do a specific session on emotions and talking about emotions.
	Pupils should know the benefits and importance of physical exercise, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Core PE Curriculum (all lessons) Form time PSHE: Year 8 cover sessions on physical and mental benefits of exercise, Year 10 cover two sessions on sleep hygiene and the pastoral teams run a variety of 'Acts of Kindness' themes throughout the year.
	Pupils should know 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 is for most people an inevitable part of life and is not something to be ashamed of.	Form time PSHE: All year groups cover mental health and wellbeing. Year 7 do a specific session about loneliness and it being a normal part of life, as well as how to cope with feelings of loneliness.
	Pupils should know how to recognise the early signs of mental wellbeing issues.	Form time PSHE: All year groups cover mental health and wellbeing. There are several points in the year where mental health is covered in form time PSHE and there is also a mental health awareness week in February for all students where they have a specific and targeted session.
	Pupils should understand 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.	Form time PSHE: All year groups cover mental health and wellbeing and within this all students are supported to understand what is 'normal' and what is more serious in terms of feelings and emotions.
	Pupils should know 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.	Form time PSHE: All year groups cover mental health and wellbeing. Year 9 have a specific session about anxiety and Year 10 and Year 11 cover anxiety within their 'exam stress' sessions. Feelings of depression are covered in all KS4 form time PSHE sessions on the topic of mental health and students are supported to understand what is 'normal' and what is more serious.
	Pupils should know how to critically evaluate which activities will contribute to their overall wellbeing.	Form time PSHE: All year groups cover mental health and wellbeing and how to identify what specific things help them feel better (or worse) in themselves.

	<p>Pupils should understand 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.</p>	<p>Form time PSHE: All year groups cover mental health and wellbeing and how to 'get outside your comfort zone' to build resilience.</p> <p>Core enrichment activities also include resilience building challenges.</p>
	<p>Pupils should know that gambling can lead to serious mental health harms, including anxiety, depression and that some gambling products are more likely to cause harm than others.</p>	<p>Form time PSHE: Year 9 cover a session about gambling including types of gambling and Year 10 cover a session about online gambling.</p>
	<p>Pupils should understand 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. Pupils should know that stopping smoking can improve people's mental health and decrease anxiety.</p>	<p>Science Year 8: Balanced diets Science Year 9: Effects of lifestyle on non-communicable diseases. PE: Healthy lifestyle – all year groups.</p> <p>Form time PSHE: Year 9 – the impact of alcohol on the body and alcohol abuse. Year 10 – nutrition for body and mind session</p>

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Wellbeing online	Pupils should know 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.	Form time PSHE: All year groups cover online wellbeing within online safety sessions, Year 8 have a specific session about social media and the impact of being online on mental health.
	Pupils should know 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 social media, can have.	Form time PSHE: Year 7 – Online image including comparisons Year 8 – Online presence and online relationships including grooming. Year 9 – Online body image
	Pupils should know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours.	Form time PSHE: All year groups cover online safety and this includes unkindness, online abuse and how to report and get support.
	Pupils should know the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Form time PSHE: Year 10 – Online gambling and the risks, including debt, targeted online advertising.
	Pupils should know that 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.	Form time PSHE: Year 9 – Use of AI including for marketing and scams. Year 10 – Advertising, marketing and the use of analytics to understand information online.
	Pupils should know the risks of illegal behaviours online, including drug and knife supply or the sale of illicit drugs online.	Form time PSHE: Year 9 cover a session about illegal online behaviours, including drug and knife supply or the sale of drugs online.
	Pupils should know 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.	Form time PSHE: Year 11 do a session about viewing harmful online content, including self-harm and suicide promotional messages and how to report.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Physical health and fitness	Pupils should know 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.	Core PE Curriculum (all lessons) Form time PSHE: Year 7 – The importance of an active lifestyle. Year 8 – physical benefits of regular exercise. Year 9 – the risks of an inactive lifestyle (cancer and cardiovascular). Year 10 – nutrition for body and mind session
	Pupils should know factual information about the prevalence and characteristics of more serious health conditions.	Year 7 – Signs of illnesses covered in form time PSHE. Year 8 – CPR, allergies and use of epi-pen covered in form time PSHE sessions. Year 9 – CPR training covered in PD Immersion session 2. Year 10 – Emergency first aid and health conditions covered in form time PSHE.
	Pupils should know that physical activity can promote wellbeing and combat stress.	Core PE Curriculum (all lessons) Form time PSHE: Year 7 – The importance of an active lifestyle. Year 8 – physical benefits of regular exercise. Year 9 – the risks of an inactive lifestyle (cancer and cardiovascular). Year 10 – nutrition for body and mind session
	Pupils should know facts about the science relating to blood, organ and stem cell donation.	Science Year 9 & Year 10: Organ donation Form time PSHE: Year 10 cover a session about organ, blood and stem cell donation.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Healthy eating	Pupils should know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain and cardiovascular disease..	Science Year 8: Balanced diets Science Year 9: Effects of lifestyle on non-communicable diseases. PE: Healthy lifestyle – all year groups. Form time PSHE: Year 7 – Dental hygiene Year 8 – physical benefits of regular exercise, the risks of a high sugar diet. Year 9 – the risks of an inactive lifestyle (cancer and cardiovascular). Year 10 – nutrition for body and mind session
	Pupils should know the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Science Year 8: Balanced diets Science Year 9: Effects of lifestyle on non-communicable diseases. PE: Healthy lifestyle – all year groups. Form time PSHE: Year 7 – Dental hygiene Year 8 – physical benefits of regular exercise, the risks of a high sugar diet. Year 9 – the risks of an inactive lifestyle (cancer and cardiovascular). Year 10 – nutrition for body and mind session
	Pupils should know the impacts of alcohol on diet and unhealthy weight gain.	Science Year 8: Balanced diets Science Year 9: Effects of lifestyle on non-communicable diseases. PE: Healthy lifestyle – all year groups. Form time PSHE: Year 9 – the impact of alcohol on the body and alcohol abuse. Year 10 – nutrition for body and mind session

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Drugs, alcohol and tobacco and vaping	Pupils should know 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.	Form time PSHE: Year 9 – addiction, alcohol abuse, types of drugs and legal implications. Year 10 – vaping and smoking Year 11 – substance abuse
	Pupils should know the law relating to the supply and possession of illegal substances.	Form time PSHE: Year 9 – addiction, alcohol abuse, types of drugs and legal implications. Year 11 – substance abuse and legal implications
	Pupils should know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood, and the legal age for alcohol sale in England. Pupils should understand 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.	Form time PSHE: Year 9 – addiction, alcohol abuse Year 11 – substance abuse including alcohol
	Pupils should know the physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Form time PSHE: Year 9 do two specific sessions on drugs, alcohol and addiction.
	Pupils should know the dangers of the misuse of prescribed and over-the-counter medicines.	Form time PSHE: Year 9 do two specific sessions on drugs, addiction and legal/illegal substances.
	Pupils should know 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.	Science Year 8 & 9: Impact of smoking on the lungs & cancer. Form time PSHE: Year 9 and Year 10 do form time sessions on smoking and vaping.
	Pupils should know the facts about the risks of vaping, including harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Form time PSHE: Year 9 and Year 10 do form time sessions on smoking and vaping and the health implications. Refresh: External agency Refresh come to do an assembly to Year 10 each year in Autumn term about vaping.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Health protection and prevention, and understanding the healthcare system	Pupils should know about personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Form time PSHE: Year 7 do sessions about signs and treatment of illnesses and infections, as well as sessions about puberty and personal hygiene.
	Pupils should know about 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.	Form time PSHE: Year 7 do a session on dental hygiene.
	Pupils should know how and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Form time PSHE: Year 7 – signs and treatment of illness Year 8 – basic treatment for common injuries Year 9 – first aid
	Pupils should know the importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Form time PSHE: Year 11 do a session on self-examination. Year 11 external speaker – Oddballs to speak re self-examination.
	Pupils should know 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.	Science Year 10: Immunisation & vaccination
	Pupils should know 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.	Form time PSHE: Year 8 – importance of sleep on physical and mental health Year 10 – sleep hygiene, understanding sleep cycles. Year 11 - the impact of screen time on mental health and sleep.
	Pupils should know the importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. They should understand the importance of pelvic floor health, be given information on miscarriage and pregnancy loss, and how to access care and support	Science Year 7: Pregnancy RE Year 11: Sanctity of Life Form time PSHE: Year 8 do a session about pregnancy as a protected characteristic, Year 11 do a session about pregnancy and miscarriage.
	Pupils should know how to navigate their local healthcare system: what a GP is, when to use A&E / minor injuries, accessing sexual health and family planning	Form time PSHE: Year 7 – signs and treatment of illness Year 8 – basic treatment for common injuries

	clinics, the role of local pharmacies and how to seek help via local third sector partners which may have specialist services.	Year 9 – first aid and how/where to get help, CPR training Year 11 – contraception and STIs, family planning
	Pupils should understand the concept of Gillick competence, that the legal age of medical consent is 16. Pupils should know 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	PD Immersion session 2 – Year 9 students study first aid and this includes Gillick's competence in terms of making decisions about medical care.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Personal safety	Pupils should know how to identify risk and manage personal safety in increasingly independent situations, including around roads, railways 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).	<p>Form time PSHE: Year 7 – dangers of open water swimming, fire safety, road safety, how to be safe when left alone or in unfamiliar settings. Year 8 – importance of sleep on physical and mental health, safety around railways. Year 9 – dangers of open water, accident prevention. Year 10 – dangers of open water, accident prevention.</p> <p>Safer Roads Humber – Road safety and seatbelt talk for Year 9 every year</p> <p>Inclusion – core group in Year 7 and 8 have swimming lessons, fire and road safety lessons and kitchen safety (safe use of knives) training each year.</p> <p>All students also have a summer safety session delivered to them before the summer holidays, which covers all of the above.</p>

	Pupils should know how to recognise and manage peer influence in relation to risktaking behaviour and personal safety, including peer influence online and in social media.	Form time PSHE: Year 7 and 8 do sessions about peer pressure.
	Pupils should know 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.	All form time PSHE, PD Immersion and PSHE Immersion sessions have a focus on decision making in order to support students with making split second and difficult decisions. Students are regularly taught about peer pressure, how to recognise this and how to combat this – see PSHE mapping document.
	Pupils should understand 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).	PSHE Immersion 3: Year 9 do a session on knife crime.
	Pupils should know the risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	PSHE Immersion 2 – Year 9 do a session on exploitation. Form time PSHE: Year 7 – Grooming Year 8 – Grooming Year 9 – Coercive relationships, including domestic abuse. Year 10 – Coercion and gaslighting Year 11 – Coercion and toxic behaviour, sexual exploitation.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Basic first aid	Pupils should know basic treatment for common injuries.	Year 9 PD Immersion 2: First Aid and CPR training Form time PSHE: Year 7 – signs and treatment of illness Year 8 – basic treatment for common injuries Year 9 – first aid Year 10 – emergency first aid recap.
	Pupils should know life-saving skills, including how to administer CPR.	Year 9 PD Immersion 2: First Aid and CPR training Form time PSHE: Year 7 – signs and treatment of illness Year 8 – basic treatment for common injuries Year 9 – first aid Year 10 – emergency first aid recap.
	Pupils should know the purpose of defibrillators and when one might be needed.	Year 9 PD Immersion 2: First Aid and CPR training Form time PSHE: Year 7 – signs and treatment of illness Year 8 – basic treatment for common injuries, CPR and defibrillators. Year 9 – first aid Year 10 – emergency first aid recap.

	RSE criteria – covered within morning form time PSHE sessions and PSHE Immersion sessions.	Curriculum coverage
Developing bodies	Pupils should know the main changes which take place in males and females, and the implications for emotional and physical health.	Science Year 7: Puberty Form time PSHE: Year 7 have two sessions on puberty and changing bodies; one for males and one for females.
	Pupils should know the facts about puberty, the changing adolescent body, including brain development.	Science Year 7: Puberty Form time PSHE: Year 7 have two sessions on puberty and changing bodies; one for males and one for females.
	Pupils should know 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), and when to seek help from healthcare professionals.	Science Year 7: Puberty Form time PSHE: Year 9 do a session about menstrual wellbeing and warning signs of issues which signal the need to seek further help.
	Pupils should know the facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Science Year 10: Managing fertility Form time PSHE: Year 10 have a session on factors which can impact on fertility.