



**Unified PSHE, Relationships
Education & Relationships and Sex
Education (RSE) Policy**

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Review interval (years), or legislation change	Annually
Responsible Officer	Head Teacher/PSHE Lead – Paul Allison
Approval/review body - LGB	Feb 26-Head Teacher Approval Awaiting LGB approval 10/3/2026
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Compliance Statement

This policy has been developed in accordance with the statutory requirements of the **Children and Social Work Act 2017** and the Department for Education’s *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* guidance. It also reflects the principles of the **Equality Act 2010** and is underpinned by the safeguarding duties outlined in **Keeping Children Safe in Education (current edition)**.

1. Introduction

At Bishopton, we recognise that high-quality Personal, Social, Health and Economic Education (PSHE), including Relationships Education and Relationships & Sex Education (RSE), is central to pupils’ personal development, wellbeing and future life chances.

Our PSHE curriculum is carefully designed to provide pupils with the knowledge, skills, values and confidence they need to:

- Lead safe, healthy and independent lives
- Build positive, respectful relationships
- Manage risk and make informed decisions
- Develop resilience and emotional literacy
- Become informed, responsible and active citizens

Through a structured and developmentally appropriate programme, pupils are supported to reflect on their experiences, understand how they are growing personally and socially, and engage thoughtfully with the spiritual, moral, social and cultural (SMSC) issues that form part of growing up.

As a Pupil Referral Unit, we recognise that many of our learners may have experienced disruption, adversity or trauma. Our curriculum is therefore delivered with sensitivity, strong pastoral support and a robust safeguarding framework to ensure pupils feel safe, respected and supported.

We are committed to respecting and valuing the diverse spiritual, moral, social and cultural backgrounds of all pupils and their families. Where individual beliefs or values may differ from those of the wider community, these are treated with respect, sensitivity and fairness.

This policy should be read alongside the school’s **SMSC & British Values Policy**, Safeguarding and Child Protection Policy, Online Safety Policy and Equality Policy.

2. Legislation and guidance

This unified policy now reflects new DfE expectations on age-appropriateness, parental transparency, strengthened safeguarding duties, and online safety requirements.

It incorporates updates from:

- DfE Relationships Education, RSE & Health Education (2019–2025)
- Children & Social Work Act 2017

- Education Act 1996
- Keeping Children Safe in Education 2024
- Online Safety Guidance 2023
- Filtering & Monitoring Standards 2023

3. Purpose

At Bishopton, our Personal, Social, Health and Economic Education (PSHE), Relationships Education and Relationships & Sex Education (RSE) curriculum is designed to help every pupil develop the knowledge, skills and confidence to live safe, healthy and fulfilling lives.

This unified policy explains how we deliver a high-quality, carefully sequenced and age-appropriate curriculum that:

- Promotes strong personal development
- Builds resilience and emotional literacy
- Teaches pupils how to form healthy, respectful relationships
- Supports positive mental and physical wellbeing
- Strengthens understanding of consent, boundaries and safeguarding
- Prepares pupils for adult life in modern Britain

As a Pupil Referral Unit, we recognise that many of our pupils may have experienced disruption, trauma or vulnerability. Our curriculum is therefore delivered with sensitivity, strong pastoral support and a clear safeguarding framework, ensuring that pupils feel safe, supported and heard.

We are committed to:

- Providing inclusive education that respects diversity and protected characteristics
- Ensuring content is developmentally appropriate and carefully sequenced
- Maintaining transparency with parents and carers
- Creating a safe environment where pupils can ask questions and develop understanding
- Embedding strong online safety education in line with national filtering and monitoring standards

Our approach reflects the Department for Education's most recent statutory guidance and safeguarding expectations, including:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019–2025 updates)
- Children and Social Work Act 2017
- Education Act 1996
- Keeping Children Safe in Education 2024
- Online Safety Guidance 2023
- Filtering and Monitoring Standards 2023

This policy should be read alongside our Safeguarding and Child Protection Policy, Online Safety Policy and Equality Policy.

Through this curriculum, we aim not only to meet statutory requirements, but to provide meaningful education that positively impacts pupils' wellbeing, safety and future life chances.

Introduction

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board has overall responsibility for approving the Unified PSHE, Relationships Education and Relationships and Sex Education (RSE) Policy.

4.2 The Local Governing Bodies

The Local Governing Bodies have overall responsibility for monitoring the implementation of this policy in their setting.

4.2 Head of Centre

Head of Centre is responsible for ensuring staff are familiar with the policy, and that it is being applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the policy consistently
- Notifying the Head of Centre of any specific circumstances which they are unsure about or where they are not certain if the policy applies

The academies will provide staff with appropriate training in relation to this policy and its implementation.

5. Aims and objectives

PSHE education is integral to Bishopton PRU's ethos. We believe every learner is an individual and should be supported to develop intellectually, socially and emotionally within a caring, purposeful and flexible environment.

Our PSHE curriculum aims to:

Personal Development & Wellbeing

- Provide pupils with the knowledge, skills and understanding to lead confident, healthy and independent lives.
- Develop self-esteem, emotional resilience and self-awareness.
- Enable pupils to recognise their own self-worth and work constructively with others.
- Encourage increasing independence of thought, reflection and responsible decision-making.

Citizenship & SMSC Development

- Promote pupils' spiritual, moral, social and cultural development.
- Prepare pupils to become informed, active and responsible citizens in modern Britain.
- Foster respect for diversity, equality and protected characteristics.

Safeguarding & Risk Awareness

- Deliver explicit safeguarding education, including recognising coercion, exploitation, harassment, grooming and peer-on-peer abuse.
- Teach pupils about consent, boundaries and healthy relationships.
- Equip pupils to identify and respond to unsafe situations both offline and online.

Digital Citizenship & Online Safety

- Develop pupils' understanding of digital citizenship and responsible online behaviour.
- Teach pupils to recognise online risks, including image-sharing harms, pornography, AI-generated content, misinformation and online exploitation.
- Ensure pupils understand the legal, emotional and social consequences of unsafe online activity.

Age-Appropriate & Statutory Compliance

- Ensure that all content is age-appropriate and carefully sequenced in line with Department for Education statutory guidance.

- Comply with the 2023/24 DfE clarification that sexual content is not taught before Year 7, except for statutory teaching on puberty within the science curriculum.
- Provide transparent information to parents and carers regarding curriculum content.

Through this approach, we aim not only to meet statutory requirements, but to ensure measurable impact on pupils' confidence, safety, behaviour and readiness for adult life.

6. Parental engagement

At Bishopton, we recognise that parents and carers are the primary educators of their children. We are committed to working in partnership with families to ensure that PSHE, Relationships Education and RSE are delivered in a way that is transparent, respectful and supportive.

In line with Department for Education guidance and best practice, the school will:

- Provide parents and carers with an annual overview of PSHE and RSE curriculum content.
- Notify parents in advance of the delivery of any non-statutory sex education content.
- Make curriculum maps, sequencing plans and topic outlines available on request.
- Offer parents the opportunity to view teaching materials used in lessons.
- Provide clear information about how content is age-appropriate and developmentally sequenced.
- Respond promptly and respectfully to parental questions or concerns.

Where appropriate, parents may be invited to information sessions or consultation opportunities to further strengthen understanding and partnership.

We believe that openness and communication build trust and support positive outcomes for pupils.

Statutory Position and the Right to Withdraw

Relationships Education and Health Education are statutory subjects in all secondary schools. Parents do not have the right to withdraw their child from these elements of the curriculum.

Parents do have the right to request withdrawal from non-statutory sex education content that is delivered outside of the science curriculum. This right applies up until three terms before a pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make appropriate arrangements in accordance with statutory guidance.

In line with strengthened DfE clarification (2024/25), Bishopton ensures:

- Full transparency of curriculum content and sequencing.
- Clear documentation outlining what is taught, when it is taught and why it is taught at that stage.
- Compliance with age-restricted content guidance, including the requirement that explicit sexual content is not taught before Year 7, except for statutory puberty content delivered through the science curriculum.
- A structured and documented process for considering any parental request to withdraw.
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If a parent wishes to request withdrawal from non-statutory sex education, they should:

1. Submit a written request to the Headteacher.
2. Attend a meeting to discuss the request and review the relevant curriculum materials.
3. Agree arrangements for alternative, purposeful supervised education during the period of withdrawal.

The school will document all withdrawal decisions and ensure that pupils continue to receive appropriate education during any withdrawn sessions.

Curriculum Transparency and Age-Appropriateness

The school ensures that:

- All content is carefully sequenced to reflect pupils' age, stage of development and identified needs.
- Teaching is sensitive to the vulnerabilities and experiences of pupils within an Alternative Provision setting.
- Materials are evidence-based, age-appropriate and compliant with DfE guidance.
- Sensitive topics are delivered within a clear safeguarding framework.

Our approach balances safeguarding, personal development and parental transparency.

Clarity Table

Topic	Statutory?	Parent Right to Withdraw?
Relationships Education	Yes	No
Health Education	Yes	No
Puberty (Science)	Yes	No
Sex Education (non-science)	No	Yes
Online Safety	Yes	No
Healthy Relationships & Consent	Yes	No

PSHE Curriculum and programme of study

Curriculum Intent

At Bishopton PRU, our PSHE curriculum is designed to equip pupils with the knowledge, understanding, skills and confidence to live safe, healthy and responsible lives.

Following the **Jigsaw PSHE framework**, our curriculum is structured around six core themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me
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Within this structure, we ensure full statutory coverage of Relationships Education, Relationships & Sex Education (RSE) and Health Education.

As an Alternative Provision setting, our intent is to:

- Strengthen resilience, emotional literacy and self-regulation
- Address contextual safeguarding risks relevant to our pupils
- Teach healthy relationships, consent and personal boundaries explicitly
- Develop risk awareness in both offline and online contexts
- Prepare pupils for adulthood, independence and community participation
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In line with updated DfE guidance (2025 clarification), our curriculum sequencing explicitly includes:

- Consent and capacity to consent
- Harmful sexual behaviour
- Sexual harassment and peer-on-peer abuse
- AI-generated sexual imagery, including cyber-flashing and sexualised deepfake risks

- Vaping and local contextual safeguarding risks
- Strengthened mental health content, including self-harm awareness
- Financial exploitation, including online gambling, scams, fraud and influencer-based scams
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All content is carefully sequenced to ensure age-appropriateness and developmental suitability.

Curriculum Implementation

While our curriculum follows the Jigsaw framework, teaching approaches and resources are adapted to meet the specific needs of our pupils.

Implementation is characterised by:

- Small group teaching
- Trauma-informed delivery
- Clear routines and predictable lesson structures
- Use of distancing techniques (scenarios rather than personal disclosure)
- Scaffolded discussion and visual supports
- Explicit vocabulary teaching
- Regular retrieval and reinforcement of key safeguarding messages

Sensitive topics are delivered within a strong safeguarding framework, and pupils are never required to share personal experiences.

Where necessary, content is differentiated to ensure accessibility for pupils with SEND, literacy needs or emotional regulation challenges.

Curriculum Impact

The impact of our PSHE curriculum is evidenced through:

- Increased pupil confidence in discussing relationships and safety
- Improved understanding of consent and boundaries
- Greater awareness of online and contextual risks
- Reduced safeguarding incidents linked to knowledge gaps
- Strong pupil voice feedback
- Positive behaviour and engagement trends

Impact is monitored through book scrutiny, learning walks, pupil voice, behaviour data and safeguarding analysis.

Our curriculum aims not only to meet statutory requirements but to improve life chances and reduce vulnerability.

Pol Ed and SMSC / Personal Development

Intent

Bishopton PRU is committed to developing the whole child — academically, socially, morally, spiritually and culturally.

Alongside the Jigsaw curriculum, we implement the Pol Ed Passport, a structured framework that enables pupils to demonstrate personal development competencies across all PSHE units.

The Pol Ed Passport strengthens:

- SMSC provision
- Ofsted Personal Development expectations
- Safeguarding education
- Trauma-informed practice
- SEND accessibility
- Student voice and reflection

Its purpose is to make personal development visible, measurable and celebratory.

Passport Competencies

Each Jigsaw unit is paired with a Pol Ed competency, ensuring coherent progression.

Pupils work towards demonstrating:

- Empathy
- Fact Finding
- Future Planning
- Informed Decision Making
- Resilience
- Respect
- Self-Worth
- Understanding Risk

Each competency includes:

- Clear “I can...” assessment statements
- Teacher guidance sheets
- Real-life application examples
- Structured evidence templates
- Recognition certificates

Implementation

1. Integrated Delivery

Each half term includes a planned and sequenced Pol Ed focus session aligned to the Jigsaw unit.

These sessions:

- Explicitly reinforce the core personal development competency
- Use structured scenarios and distancing techniques to ensure emotional safety
- Enable pupils to practise, apply and reflect on key safeguarding concepts
- Include retrieval practice to strengthen long-term understanding
- Build progressively on prior knowledge in line with curriculum sequencing

Delivery is adapted to reflect pupils’ developmental stage, identified vulnerabilities and contextual safeguarding risks.

2. Trauma-Informed & SEND Inclusive

In line with the school’s therapeutic framework, PSHE/RSE delivery is underpinned by trauma-informed principles and Universal Design for Learning.

This ensures that:

- Pupils are never required to disclose personal experiences
- Emotional regulation strategies are embedded throughout sessions
- Predictable lesson structures support psychological safety
- Visual scaffolds and structured discussion frames reduce cognitive load
- Alternative evidence formats are accepted to ensure equitable access
- Teacher professional judgement guides appropriate adaptations

Consistency of learning is prioritised over uniformity of format, ensuring that all learners can engage meaningfully regardless of literacy level, SEND need or emotional presentation.

3. Evidence of Learning

Pupils demonstrate learning through a flexible hybrid model designed to support inclusion and authentic assessment.

Evidence may include:

- Annotated safeguarding scenarios
- Structured discussions and reflective dialogue
- Mind maps and visual organisers
- Sorting and sequencing tasks
- Exit tickets and reflection frames

- Teacher-observed contributions
- Verbal responses or alternative recorded formats

Teachers use clearly defined “I can...” statements to make consistent professional judgements about progress in personal development competencies.

Assessment information informs:

- Next-step planning
- Targeted intervention
- Safeguarding awareness
- Parent/carer reporting

This inclusive model ensures all learners can demonstrate progress meaningfully.

Assessment & Reporting

The Pol Ed Passport provides a clear framework for:

- Ongoing formative assessment
- End-of-unit summative judgement
- Parent/carer reporting
- Celebration of achievement
- Identifying next steps in personal development

Teachers use the “I can...” statements to make consistent professional judgements across the school.

Contribution to SMSC and Personal Development

The Pol Ed Passport strengthens SMSC provision by ensuring explicit development across:

Spiritual Development

- Reflection on identity, values and aspirations
- Safe exploration of emotions

Moral Development

- Understanding consequences and fairness
- Practising empathy and responsibility

Social Development

- Building resilience and collaboration
- Developing healthy conflict resolution

Cultural Development

- Respecting diversity and protected characteristics
- Engaging with community values

Monitoring and Quality Assurance

The Pol Ed Passport and PSHE curriculum are monitored through a structured QA cycle including:

- Work scrutiny
- Learning walks
- Pupil voice
- Staff feedback
- Safeguarding pattern analysis
- Behaviour and engagement data

Findings inform:

- Curriculum refinement
- Staff training

- Safeguarding priorities
- Whole-school development planning

Sensitive issues and confidentiality

Bishopton is committed to creating a safe, respectful and supportive learning environment in which pupils feel confident to participate in PSHE and RSE lessons. Ground rules are established at the beginning of sessions to promote respectful discussion and emotional safety.

Pupils are informed that while classroom discussions are treated with sensitivity and respect, staff cannot guarantee confidentiality where a safeguarding concern arises. If a member of staff believes that a pupil may be at risk of harm, or that a disclosure indicates abuse, exploitation or significant vulnerability, they are legally and professionally required to act in accordance with the school's safeguarding procedures.

All safeguarding concerns arising from PSHE or RSE lessons will be managed in line with the school's Child Protection and Safeguarding Policy and **Keeping Children Safe in Education 2024**.

Specifically:

- Staff cannot promise confidentiality where a safeguarding concern is identified.
- Any disclosure suggesting risk of harm will be reported immediately in line with safeguarding procedures.
- All concerns will be recorded on CPOMS on the same day.
- The Designated Safeguarding Lead (DSL) has oversight of all concerns arising from PSHE/RSE delivery.
- The DSL will determine appropriate next steps, including early help, parental engagement, referral to external agencies, or statutory intervention where required.

RSE is recognised as a key component of the school's preventative safeguarding curriculum. It supports early identification of concerns and provides pupils with the language and confidence to seek help.

Given the nature of topics covered — including consent, harmful sexual behaviour, sexual harassment, online exploitation and peer-on-peer abuse — it is recognised that lessons may prompt disclosures. Staff delivering PSHE/RSE are trained to:

- Respond calmly and appropriately to disclosures
- Avoid investigative questioning
- Provide reassurance without making promises
- Follow the school's safeguarding escalation procedures
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Where concerns relate to child-on-child abuse, harmful sexual behaviour or sexual harassment, the school will follow its Child Protection Policy and the procedures outlined in Part 5 of Keeping Children Safe in Education.

This structured approach ensures that PSHE and RSE delivery strengthens safeguarding, promotes early help, and protects pupils' welfare at all times.

Role of the Designated Safeguarding Lead (DSL)

The DSL has strategic oversight of PSHE and RSE safeguarding themes.

This includes:

- Monitoring safeguarding disclosures arising from lessons
- Reviewing curriculum content to ensure alignment with emerging risks
- Analysing safeguarding and behaviour data to inform curriculum refinement
- Ensuring staff confidence in responding to child-on-child abuse and harmful sexual behaviour
- Reporting safeguarding themes to senior leadership and governors

Where safeguarding trends are identified, curriculum sequencing is adjusted accordingly to address emerging needs.

External Agencies and Safeguarding Assurance

Where external professionals contribute to PSHE or RSE delivery:

- All providers are appropriately vetted and risk-assessed
- Content is agreed in advance and aligned to statutory guidance
- Sessions are supervised by a member of school staff
- Safeguarding expectations are clearly communicated

The school retains full responsibility for safeguarding and curriculum integrity.

Entitlement

At Bishopton, all pupils are entitled to a high-quality, inclusive PSHE, Relationships Education and RSE curriculum that promotes equality of opportunity, personal development and safeguarding.

We are committed to ensuring that every learner, regardless of background, need or vulnerability, has full access to a carefully sequenced and age-appropriate PSHE programme.

PSHE is not confined to timetabled lessons. It is embedded across:

- The taught curriculum
- The school ethos
- Therapeutic provision
- Daily interactions and pastoral support
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Teachers are encouraged to integrate PSHE themes within subject areas where appropriate, strengthening pupils' understanding through contextual application (for example, structured debate in English or ethical discussion in Humanities).

In delivering this entitlement, the school:

- Respects parents' and carers' views
- Recognises cultural and religious contexts
- Makes reasonable adjustments for SEND
- Upholds the Equality Act 2010, including protected characteristics

The ethos of Bishopton PRU promotes open, respectful and professionally guided discussion of social, emotional and relational issues. Pupils are supported to explore complex themes such as vulnerability, disability, identity and difference in a safe and structured environment.

All PSHE activities are delivered in accordance with the school's Health & Safety Policy. Where appropriate, risk assessments are undertaken to ensure physical and emotional safety.

Procedures and Implementation

To prepare pupils to make a positive contribution to society and to reduce vulnerability, Bishopton PRU ensures that learners receive:

- High-quality teaching that develops knowledge, critical thinking and informed decision-making
- Structured opportunities to practise empathy, respect and responsible behaviour
- Explicit safeguarding education aligned to contextual risk
- Preparation for adulthood, independence and participation in the wider community

PSHE is delivered through:

- Discrete timetabled lessons
- The whole-school ethos
- Therapeutic services and targeted interventions
- Cross-curricular reinforcement

Implementation reflects the specific needs of an Alternative Provision setting and is responsive to safeguarding trends, pupil voice and emerging risks.

Teaching and Organisation

PSHE development occurs across curriculum areas through structured opportunities for reflection, discussion and application.

Provision enables pupils to:

- Reflect on personal experiences in a safe and structured way
- Express and clarify beliefs respectfully
- Discuss sensitive topics such as bullying, loss or conflict
- Develop empathy and perspective-taking
- Strengthen self-esteem and self-worth
- Build healthy relationships
- Understand responsibility, fairness and consequence

Classroom practice promotes:

- Respectful listening
- Constructive disagreement
- Collaboration and shared responsibility
- Inclusion and acceptance of difference
- Awareness of equality and protected characteristics

Teaching methods are age-appropriate, trauma-informed and developmentally sequenced. Staff use structured discussion protocols to ensure emotional safety and respectful dialogue.

Links with the wider community

PSHE extends beyond the classroom through meaningful engagement with the wider community.

This includes:

- Carefully selected visitors and external agencies
- Participation in national and community events (e.g. Remembrance Day, Anti-Bullying Week, charity initiatives)
- Strengthening home-school partnerships through regular communication
- Outdoor education to promote responsibility, wellbeing and environmental awareness

All visitors are vetted, and content is aligned to statutory guidance and safeguarding expectations.

Roles and Responsibilities

Effective PSHE and RSE delivery is a whole-school responsibility with clear leadership accountability.

Local Governing Body

- Approves and reviews the policy annually
- Holds the Headteacher to account for statutory compliance
- Monitors safeguarding and Equality Act adherence

Head of Centre

- Ensures legal compliance and age-appropriateness
- Oversees curriculum implementation and parental transparency
- Manages withdrawal requests in line with statutory guidance
- Ensures staff receive appropriate training

PSHE/RSE Lead (Paul Allison)

- Designs and sequences the curriculum
- Leads quality assurance and monitoring
- Supports staff development
- Oversees external visitor provision
- Reports to SLT and Governors

Designated Safeguarding Lead (DSL) and Deputies

- Ensure safeguarding integration within curriculum content
- Monitor disclosures and CPOMS records
- Provide staff guidance on managing sensitive issues
- Analyse safeguarding trends to inform curriculum refinement

IT/Network Lead

- Maintains filtering and monitoring systems
- Ensures compliance with Online Safety standards

Teaching Staff

- Deliver content sensitively and inclusively
- Adapt provision for SEND
- Assess progress
- Follow safeguarding procedures

Pupils

- Engage respectfully
- Contribute to a safe learning environment
- Demonstrate responsibility for their own learning

Monitoring and Evaluation

PSHE and RSE provision is subject to a structured quality assurance cycle led by Senior Leadership.

Monitoring includes:

- Work scrutiny
- Lesson observation and learning walks
- Pupil voice
- Staff feedback
- Parent feedback
- Behaviour and safeguarding data analysis

- Attendance and referral pattern review
- Local safeguarding trend review
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Key stage leads moderate planning and assessment regularly to ensure consistency and progression.

Monitoring outcomes inform:

- Curriculum refinement
- Staff CPD
- Safeguarding priorities
- School development planning
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This ensures that PSHE provision is responsive, evidence-informed and continuously improving.

UNICEF – UNCRC

Bishopton upholds the principles of the UN Convention on the Rights of the Child. The rights set out in the Convention apply to every child without discrimination.

This policy particularly supports:

- **Article 2** – Non-discrimination
- **Article 12** – Respect for the views of the child
- **Article 13** – Freedom of expression
- **Article 17** – Access to reliable information
- **Article 28** – Right to education
- **Article 29** – Goals of education (development of personality, talents and mental abilities)
- **Article 31** – Right to leisure, play and participation

Through PSHE, we promote children's rights alongside responsibilities, ensuring pupils understand both their entitlement to protection and their duty to respect others.

Appendix A – Y7-11 PSHE Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Area	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing Me
	PSHE Topic	'Who am I and how do I fit?'	Respect for similarity and difference. Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy	Building positive, healthy relationships	Coping positively with change
Y7	Big Question	How do I fit into the world I live in?	Do we need to feel 'the same as' to belong?	Can my choices affect my dreams and goals?	To what extent am I responsible for my mental and physical health?	What can make a relationship healthier or less healthy?	How do I feel about becoming an adult?
Y8	Big Question	Can I choose how I fit into the world?	How different are we really?	Can the choices I make now influence my future?	Can I become more responsible for my health and happiness?	How much should what and who are around us impact our self-worth?	What factors can make an intimate relationship happy and healthier?
Y9	Big Question	Consider to what extent does the world I live in affects my identity?	Is being different a good thing?	Who do I dream of becoming?	How can substances impact on wellbeing?	Can relationships ever be equal?	How can change affect mental health?
Y10	Big Question	Is managing my online and offline world within my control?	Does difference result in inequality?	Is success only possible when physical and emotional needs are in balance?	When it comes to health, to what extent am I in control?	Is love all you need?	Can all change be positive in some way?
Y11	Topic Area	Being Me in My World	Dreams and Goals	Healthy Me	Relationships		
	PSHE Topic	'Who am I and how do I fit?'	Respect for similarity and difference. Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy		
	Big Question	Are we in the adult world at 16?	Can I rely on myself to achieve my goals or do I need luck or destiny?	Should relationships, sex and sexual health be discussed more openly?	Is it possible to stay true to yourself and be in healthy relationships?		