

Ilkley Grammar School

RELATIONSHIPS AND SEX AND HEALTH (RSHE) EDUCATION GUIDANCE POLICY

Operational guidance to support your understanding of how RSHE is delivered as a part of PSHE lessons at Ilkley Grammar School.



Ilkley Grammar School RSHE Policy
Updated July 2026 by Emma Griffiths
Reviewed Annually. Next Review: July 2027



Introduction

This guidance is to support parents, carers and other key stakeholders to understand how we deliver the statutory Relationships, Sex and Health education (RSHE) content as a part of our Personal, Social, Health and Economic (PSHE) Education curriculum.

In today's ever-changing world, PSHE education is a powerful tool to support young people to understand their relationships with themselves, others and the world around them. PSHE is central to the school's wider personal development curriculum.

The curriculum sequence and delivery model has been designed in consultation with students, teachers, leaders, parents and carers and governors as well as in collaboration with local Primary and Secondary schools and national agencies.

Key Links:

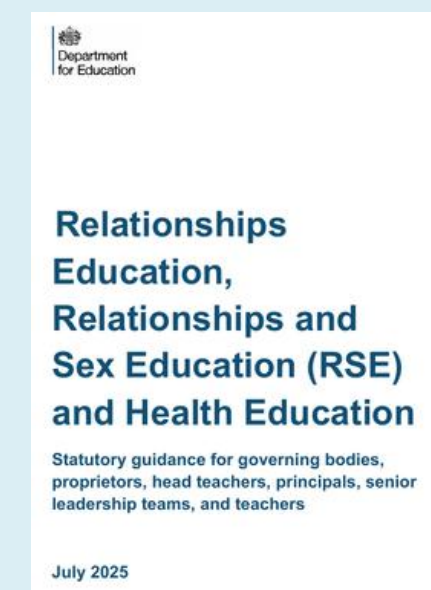
This IGS operational guidance sits under the Moorlands Learning Trust RSHE policy →
[Moorlands Learning Trust RSHE Policy Secondary April 2026.pdf](#)

RSHE statutory guidance →

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf



Ilkley Grammar School RSHE Policy
Updated July 2026



Meet the team - Key Leaders

PSHE Lead: Emma Griffiths.

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Safeguarding Lead and Head of KS3: Andy Calvert.

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Meet the team - Key Pastoral Staff



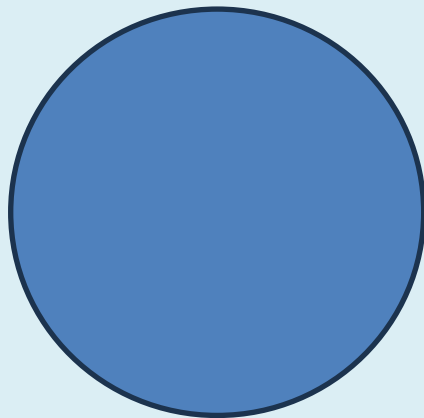
Will Spivey. Head of Year 7



Clare Robun. Head of Year 8



Ben Leeming. Head of Year 9



Steffan Conway. Head of
Year 10



Laura Hodgson. Head of
Year 11



Cath Walsh. Post-16 Pastoral Lead



Jenny Johnson and Sarah McManus.
Safeguarding Officers

Meet the team - PSHE Teachers (2026.27)



Emma Griffiths



Nat Adams



Andrew Dickson



Paige Richardson



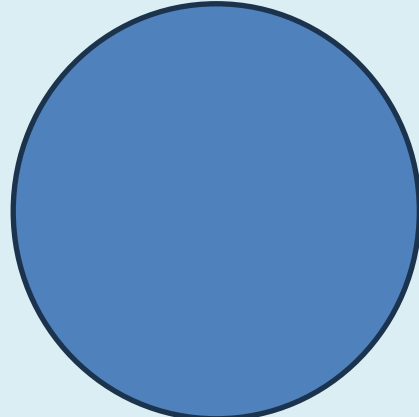
Kate Hargreaves



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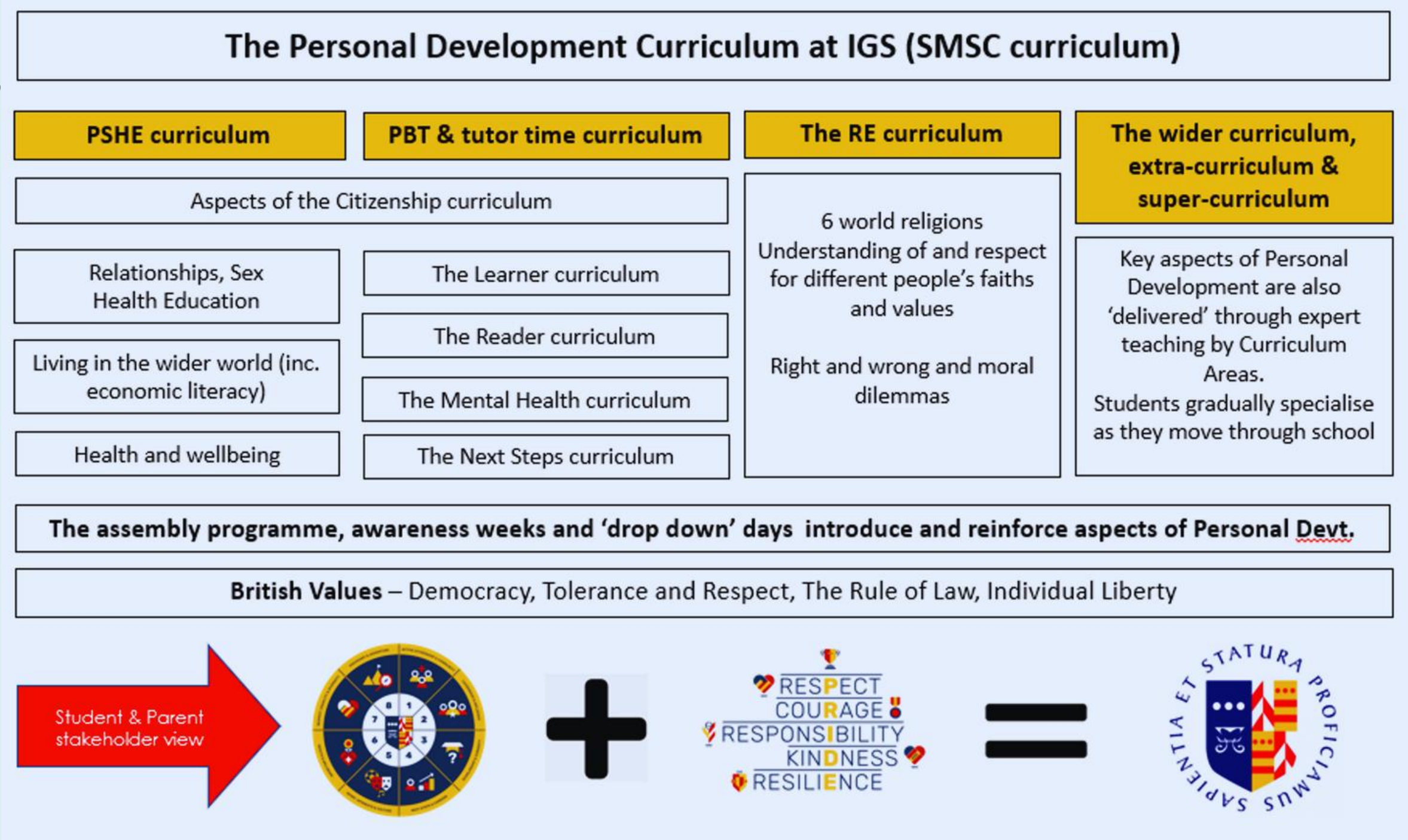
Joe Lockwood

PSHE Delivery Model

PSHE is delivered as a core part of the wider personal development curriculum.

Each student from Years 7-13 receives 1 core PSHE lesson per fortnight, delivered by a specialist teacher. This is where all RSHE content is covered.

Students also receive additional PSHE inputs in form time, assemblies, PBT and via drop down days. This can be seen in the sequencing documents.



Curriculum Design

Preventative - educate and empower with knowledge before issues occur	The PSHE curriculum is preventative in nature, providing students with a safe space to discuss and explore a range of topics before encountering them in the wider world
Rationale for Relationships content in summer term	Relationships content is delivered in the summer term, allowing students time to build trust with their teacher and peers, and ensuring they are as mature as possible at the point of delivery.
From the Statutory guidance 2026	“Children and young people need knowledge and skills to make informed and ethical decisions about their wellbeing, health and relationships. High-quality, evidence-based teaching of relationships, sex and health education (RSHE) prepares pupils for the opportunities and responsibilities of adult life, promoting their moral, social, mental and physical development. Effective teaching fosters positive characteristics such as resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness, while helping to prevent harm by enabling young people to recognise when things are not right.”

Curriculum Design

Key: Statutory guidance links

 Sex education

Relationships education	
F	Families
RR	Respectful Relationships
OSA	Online safety and awareness
BS	Being Safe
ISR	Intimate sexual relationships, including sexual health

Health education (health and wellbeing)	
MW	Mental Wellbeing
WO	Wellbeing online
PHF	Physical health and fitness
HE	Healthy eating
DATV	Drugs. Alcohol, tobacco and vaping
HPP	Health protection and prevention and understanding the healthcare system
PS	Personal safety
BFA	Basic first aid
DB	Developing bodies

A note on KS5: The programme of study for KS3 and 4 addresses all the statutory content for the secondary phase. Learning at KS5 intends to embed the statutory content where appropriate, bearing in mind that students from different feeder schools will bring a range of prior learning, experience and understanding.



Year 7 PSHE Curriculum Overview

Session Content

Statutory guidance reference + links

Powerful Knowledge

How can you help at home?

T1. Autumn Term

T1. L1. How does it feel to start secondary school?
T1. L2. How can we establish and manage friendships?
T1.L3. How do exercise and sleep impact physical health?
T1. L4. How can we be upstanders?
T1. L5. How can I de-escalate conflict?

T1. L1. MW1
T1. L2. RR1
T1. L3. MW2, PHF3
T1. L4. RR2
T1. L5. OSA9, RR5

Links: PBT, PE, IT

- Talk about feelings and use kind words.
- Learn that families and relationships can be different.
- Know that exercise, sleep, being outside and helping others can improve wellbeing.
- Treat everyone with kindness, respect and fairness.
- Learn what makes a healthy relationship, such as trust, honesty and respect.
- Practise solving problems calmly and know where to get help.
- Stay safe online and understand how social media can affect friendships.

- Use Showbie to learn about the **6 basic feelings**. Talk about what they are, how we can spot them, and what helps us manage them.
- Talk together about your **family values**. What is important to your family? How do these link to our **Personal Best** values at school?

T2. Spring Term

T2. L1. What are the facts about smoking and vaping?
T2. L2. How can the internet impact wellbeing?
T2. L3.L4 How do our bodies change during puberty?
T2. L5. What support might people need during their period?
T2. L6. How do I prevent the spread of disease?

T2. L1. DATV 6&7
T2. L2. WO1, OSA1
T2. L3.L4 DB 1 &2
T2. L5. DB3
T2. L6. HPP1

Links: IT, Science

- Learn about the harms of smoking and vaping, and where to get support.
- Understand how too much screen time can affect health and wellbeing.
- Know how to behave safely and responsibly online.
- Learn about puberty, including body, brain and emotional changes.
- Understand periods, menstrual health and when to seek help.
- Learn how germs spread and how to prevent illness through good hygiene

- Look at news stories together and talk about how to **stand up for others** when something is wrong or unfair.
- Visit the supermarket or look online at **period products**. Talk about the different types and what they are used for.
- Use the Showbie or NHS resources to learn about **puberty**. Talk about the changes that happen as children grow up and answer any questions they may have.

T3. Summer Term

T3. L1. What do we need to form healthy relationships
T3. L2. How do I establish healthy boundaries and consent in relationships?
T3. L3. How do we identify and challenge bullying?
T3. L4. How do we choose what to share online?
T3. L5. How can stereotypes cause damage?

T3.L1 RR 3&4
T3. L2. RR 7&8
T3. L3. RR6, OSA 10, WO3
T3. L4. OSA2
T3. L5. RR9

Links: English, IT

- Build self-esteem, independence and positive friendships
- Respect different beliefs and treat others with kindness.
- Learn how to manage friendship changes and difficult feelings.
- Understand consent, respect and healthy relationships
- Recognise bullying, prejudice and harmful online behaviour.
- Know how to get help and manage conflict safely, including online

- Talk about **screen time** and using phones. How does your family use phones and other devices?
- Discuss who your child can talk to if they need help or are worried about something.
- As a family, learn about the different places young people can go for help with **friendships and relationships**

Health and Wellbeing Day

29.06.27

1. Dental Health
2. First Aid
3. Rail safety
4. Vaccinations
5. The importance of sleep
6. Diet

1. HPP2
2. BFA 1, 2 &3
3. PS1
4. HPP5
5. HPP6
6. HE 1&2

- Learn how to keep teeth healthy through brushing, flossing, healthy eating and regular dentist visits.
- Stay safe in different situations, such as near roads, railways, water and when away from home.
- Learn how vaccines help protect health.
- Understand why good sleep is important and how screens before bed can affect sleep
- Know how healthy eating supports wellbeing and how poor diet can affect health.

Year 8 PSHE Curriculum Overview



Subject – Personal, Social, Health, Economic Education (PSHE)

T1. Autumn Term

T2. Spring Term

T3. Summer Term

Soundproof Box

Session Content

T1. L1. How can we create a world free from discrimination?
T1. L2. How can families have healthy relationships?
T1.L3. How can the internet impact our wellbeing?
T1. L4. Why do people sometimes behave differently online?
T1. L5. What is loneliness?
T1. L6. How can we know what is real online?

T2. L1. What are the facts about legal and illegal drugs?
T2. L2. What are the risks of illegal behaviours online?
T2. L3. What are the risks of alcohol?
T2. L4. How can we manage peer influence?
T2. L5. Safety in public spaces, gangs and exploitation
T2. L6. How might AI affect our lives?

T3. L1. What roles do we play in relationships?
T3. L2. How do I manage conflict with others?
T3. L3. How can I express romantic feelings healthily?
T3. L4. L5. What happens during sexual intercourse?
T3. L6. What can be the impact of sharing intimate content?

Interactive theatre workshop on red flags and abuse in relationships

Statutory guidance reference + links

T1. L1. RR10
T1. L2. F1, 2 &6
T1. L3. OSA3, OSA12 , OSA13
T1. L4. OSA14, WO2
T1. L5. MW3, MW4
T1. L6. WO5

Links: PBT, PE, IT

T2. L1. DATV 1,2 &5
T2. L2. WO6
T2. L3. DATV 3 &4, HE3
T2. L4. PS2, BS3
T2. L5. BS4, PS6
T2. L6. OSA15

Links: PBT, PE, IT

T3 .L1. BS1, BS2
T3. L2. RR5
T3. L3. BS1, BS2
T3. L4. L5. ISR 1, ISR2, ISR3, ISR4, ISR5
T3. L6. OSA 4. OSA5, OSA6

Links: PBT, PE, IT, Science

RR, BS

Powerful Knowledge

- Power imbalances can affect respect, consent and decision-making in relationships.
- Different committed relationships can support wellbeing and family life.
- Marriage and civil partnerships provide legal rights and protections.
- Social media can include fake accounts, AI-generated content and unrealistic portrayals
- Personal data is collected, shared and used online, including for advertising.
- Online scams, including sextortion, can cause harm and require support.
- Online life can affect self-esteem, relationships and body image.
- Positive connections support happiness; loneliness, worry and sadness are normal experiences.
- Advertising, misinformation and conspiracy theories require critical thinking online.

- Illegal drugs, medicines and vapes can cause serious harm and are regulated by law.
- Alcohol misuse can affect physical and mental health.
- Peer pressure can influence risky behaviour online and offline.
- Recognising unsafe situations, grooming and exploitation helps keep people safe.
- Personal safety includes knowing how and where to seek help.AI and online technologies can create risks and require critical thinking.

- Recognise, communicate and respect consent and boundaries in relationships, including online. Understand that healthy relationships require kindness and respect, not just consent.
- Recognise and resist pressure, including sexual pressure, and avoid pressuring others.
- Develop skills for respectful communication, healthy relationships and managing conflict.
- Understand that sex should be a positive choice for those who are ready and above the age of consent, and that relationships can be fulfilling without sex.
- Know that consent can be given, refused or withdrawn at any time, and that decisions about sex may be influenced by personal, family, faith and legal considerations.
- Understand how relationship and sexual choices can affect physical, emotional and mental wellbeing.
- Know the risks of sharing personal or sexual content online and the legal consequences of sharing intimate images.
- Understand that creating, possessing or sharing indecent images of anyone under 18, including AI-generated images, is illegal, and know how to seek support and report concerns

* Practically identifying through interactive theatre signs of red flags in romantic relationships

How can you help at home?

- Talk about treating everyone fairly and with respect.
- Use Showbie case studies to discuss kind and unkind behaviour.
- Learn how to stay safe online and where to get help.
- Explore how drugs can harm people and why some are illegal.
- Learn about the dangers of county lines and criminal exploitation
- Explore the law on consent, Gillick competency and consent to medical procedures
- Use the links below to read more about supporting your children to stay safe online

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents->

Year 9 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How do I communicate effectively?
T1. L2. How do I respect personal space?
T1.L3. How can healthy communities make our lives better?
T1. L4. What is the law in relation to violence?
T1. L5. What impact can our online choices have and what are the risks?
T1. L6. How can we avoid criminal exploitation?

Statutory guidance reference + links

T1. L1. RR5
T1. L2. BS1, BS4
T1. L3. MW2.PS3
T1. L4. PS4, PS5
T1. L5. OSA8, WO7
T1. L6. BS4

Links: PBT, PE, IT

Powerful Knowledge

- Build positive relationships through respectful communication, consent and healthy boundaries.
- Stay safe by recognising risks, resisting peer pressure and knowing how to seek help.
- Develop emotional skills, confidence and responsible decision-making.
- Understand the importance of physical activity, sleep and community involvement for wellbeing
- .Know where to get support about violence and knife crime and understand the law.
- Recognise and report harmful online content, including material that promotes violence, self-harm or unhealthy behaviours.

How can you help at home?

- Use the Showbie support resources to identify sources of help both in and outside school.
- Watch the body image clips and discuss how appearance ideals and body image have changed over time.
- Use the Showbie materials to understand consent and the law on consent in the UK.
- Discuss healthy boundaries in different types of relationships, including friendships, family, professional and romantic relationships.
- Consider how relationships are portrayed in films and TV programmes, and whether they show realistic and consensual behaviour.

T2. Spring Term

T2. L1. How can I handle experiencing complex emotions?
T2. L2. How do diet, sleep and exercise affect physical health?
T2. L3. How do I navigate the UK health care system?
T2. L4. How can we check our own health?
T2. L5. How can we develop a positive body image?
T2. L6. How do online cultures affect our connection to each other ?

T2. L1.MW1, MW5, MW6
T2. L2. MW9, PHF1, PHF2
T2. L3. HPP3, HPP9
T2. L4. HPP4, HPP9
T2. L5. MW7, WO2
T2. L6. OSA11, BS15, RR11, RR9

Links: PBT, PE, IT

- Understand emotions, mental health and ways to improve wellbeing.
- Learn about healthy lifestyles, self-care, healthcare support and medical consent.
- Build confidence to overcome anxiety and take part in positive activities.
- Recognise the impact of social media and online content on body image and relationships.
- Understand how pornography can create unrealistic and harmful views of sex and relationships.
- Challenge stereotypes, prejudice and misogyny, and promote respect for others.

T3. Summer Term

T3. L1. What influences our sense of identity?
T3. L2. What could the stages of a romantic relationship be? ★
T3. L3. Why is consent important in sexual relationships? ★
T3. L4. L5. What is required for safe and pleasurable physical intimacy? ★

T3 .L1. RR9
T3. L2. ISR1, ISR2
T3. L3. ISR3, ISR10, ISR11, BS5, BS6
T3. L4.L5 ISR7, ISR8, ISR9, ISR12

Links: PBT, PE, IT, Science

- Understand and challenge stereotypes, prejudice and misogyny.
- Learn about consent, healthy sexual relationships and the age of consent.
- Recognise sexual harassment, sexual violence and where to get support.
- Understand how alcohol and drugs can affect decision-making and sexual behaviour.
- Learn about pregnancy choices, sexual health, STIs, HIV prevention and safer sex.
- Know how to access reliable sexual health information, advice and treatment.

Schools consent workshop

Interactive workshop delivered by legal professionals on consent

RR, BS

The legal definition of consent and how to recognise it in a relationship



Year 10 PSHE Curriculum Overview

				How can you help at home?
Session Content	Statutory guidance reference + links	Powerful Knowledge		
T1. Autumn Term	T1. L1. How do we build a feeling of belonging? T1. L2. What would the world be like if there was more tolerance? T1.L3. How easy do people find it to express their religion or beliefs? T1. L4. How can we overcome barriers to a healthy lifestyle? T1. L5. How can we stop someone smoking or vaping? T1. L6. What are the effects of illegal drugs on the body and mind?	T1. L1. RR 2, RR3, RR5 T1. L2. RR4 T1. L3. RR4, RR9 T1. L4. PHF1, HE1, HE2 T1. L5. DATV6, DATV7 T1. L6. DATV1, ISR9 Links: PE, Science, RE, PBT, English	- Treat others with kindness, respect, and tolerance, recognising that everyone is unique and equal. - Build self-esteem, independence, and positive relationships through friendships, interests, and respectful communication. - Develop skills to maintain healthy relationships, manage conflict, and challenge stereotypes, prejudice, and misogyny. - Understand healthy lifestyles, including exercise, healthy eating, and maintaining a healthy weight to reduce health risks. - Know the risks of illegal drugs, smoking, vaping, and their impact on physical and mental health. - Understand sexually transmitted infections (STIs), their effects, and available treatments	- Explore your child's use of social media, what are they seeing, which voices are they hearing? - Explore the news and current affairs together, are there any trends that are emerging? - Discuss how you can be an ally and a positive bystander - Explore your child's use of social media, what are they seeing, which voices are they hearing?
T2. Spring Term	T2. L1. How can the media influence our behaviour? T2. L2. How do I use social media? T2. L3. How can I ensure my behaviour is healthy and not controlling? T2. L4. How do I to recognise criminal sexual offences? T2. L5. What is domestic abuse and how does it impact wellbeing? T2. L6. How can someone identify and seek help for relationships abuse?	T2. L1. OSA8, OSA10, WO5 T2. L2. OSA2, OSA3 T2. L3. BS16 T2. L4. BS6, BS7, BS8, BS9, BS10, BS11, BS12, BS13 T2. L5. BS6, BS7, BS8, BS9, BS10, BS11, BS12, BS13 T2. L6. BS14, BS16 Links: IT, PBT, English	- Stay safe online by recognising harmful, misleading, or illegal content and knowing where to get support. - Understand how social media and technology can be used for bullying, abuse, harassment, and exploitation, and how to report concerns. - Protect personal information online and recognise fake, AI-generated, or exaggerated content. - Understand the laws relating to sexual harassment, sexual violence, domestic abuse, stalking, exploitation, and forced marriage - Know the harms and legal consequences of FGM, virginity testing, hymenoplasty, strangulation, and suffocation.	- Explore the news and current affairs together, are there any trends that are emerging? - Discuss how you can be an ally and a positive bystander - Discuss features and red flags of relationships - Explore the law around explicit imagery and the impact it can have on a person
T3. Summer Term	T3. L1. How do subcultures influence our understanding of sexual ethics? T3. L2. What are the impacts of revenge pornography and deepfakes? T3. L3. What support do the survivors of sexual violence and harassment need? T3. L4. How can we help our friends to have healthy boundaries?	T3.L1. RR12 T3. L2. OSA 7, OSA11 T3. L3. BS16 T3. L4. BS1 Links: IT, PBT, English	- Understand how online subcultures, influencers, and groups such as incels can shape attitudes towards relationships and sexual behaviour. - Recognise deepfakes, their potential harms, and how they can be used to mislead or manipulate people. - Understand that pornography can present unrealistic and unhealthy views of relationships, sex, and gender, including misogynistic attitudes. - Know how to seek help and report abusive or harmful behaviour, including accessing medical support when needed. - Understand consent, boundaries, and respectful communication in relationships, both online and offline, and recognise that kindness and care go beyond consent alone	- You may want to use the sexual offences legislation to support in conversations: https://www.legislation.gov.uk/ukpga/2003/42/contents - Use the Dove self-esteem project as a prompt to discuss body image

Year11 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How can we deal with grief and loss?
T1. L2. What can be the impact of combining alcohol and drugs with intimacy? ★
T1.L3. Why do some people have civil partnerships and marriages?
T1. L4. How can we test for and protect each other from STI's?
T1. L5. What does it mean to become a parent?
T1. L6. Pregnancy and healthy foetal development

Statutory guidance reference + links

T1. L1. Primary GW8
T1. L2. ISR11
T1. L3. F3, F4, F5
T1. L4. ISR 8, ISR 9
T1. L5. F7, F8, DB4
T1. L6. HPP7

Links: PE, Science, RE, PBT, English

Powerful Knowledge

- Understand that change, loss, and bereavement can cause different emotions, and that everyone experiences grief differently.
- Know how to seek support for concerns about relationships, sexual violence, or abuse.
- Understand the legal status and benefits of marriage and civil partnerships, that common-law marriage is a myth, and that forced marriage and marriage under 18 are illegal.
- Understand how STIs, including HIV, are transmitted, prevented, tested for, and treated, including the role of condoms, PrEP, and PEP.
- Recognise the responsibilities of parenting and the importance of early childhood development.
- Know how to identify unsafe relationships and where to seek help if concerned about violence, harm, or trust.
- Understand reproductive health, including fertility, menopause, healthy behaviours before and during pregnancy, miscarriage, pregnancy loss, and available support.

How can you help at home?

- Use the resources to explore and discuss the legal implications of the different types of legally recognised relationships
- Using the resources on Showbie and current affairs in the news, discuss what constitutes harassment and which behaviours, words or phrases are unacceptable
- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period
- Discuss how you use AI (if at all) in your job role or at home. How has it changed your interaction with technology over the past 5 years?

T2. Spring Term

T2. L1. What choices are there if you/your partner are pregnant?
T2. L2. How can we access the healthcare we need?
T2. L3. How can we make healthy choices about cosmetic procedures?
T2. L4. How does gambling and addiction impact mental health?
T2. L5. How do I stay safe whilst travelling independently in the UK and abroad?

T2. L1. HPP7
T2. L2. HPP8
T2. L3. WO2
T2. L4. WO4, MW8
T2. L5. PS1

Links: PE, Science, RE, PBT, English

- Understand the importance of healthy behaviours before and during pregnancy, including pre-conception health, folic acid, pelvic floor health, and support for miscarriage or pregnancy loss.
- Know how to access healthcare services, including GPs, A&E, pharmacies, sexual health clinics, and specialist support organisations.
- Recognise the differences between online and offline life, Including unrealistic body image expectations, curated online identities, and the risks of relying on online relationships.
- Understand the risks of online gambling and gambling-related content in gaming, including debt and serious mental health harms.
- Develop skills to identify risks and stay safe in independent situations, including unfamiliar social or work environments.

T3. Summer Term (EXAMS)

Daily wellbeing and revision support available throughout the exam series from the pastoral ad teaching teams.

Year 12 PSHE Curriculum Overview



T1. Autumn Term

Session Content

T1. L1. What is the culture at IGS?
T1. L2. How can I form new friendships?
T1.L3. What is social currency?
T1. L4. What are relationship values?
T1. L5. How can I set boundaries and communicate consent
T1. L6. How can I build a positive self-image?

Statutory guidance reference + links

T1. L1. RR1, RR2
T1. L2. RR1, RR3, RR7
T1. L3. RR3
T1. L4. RR1, RR2, RR3
T1. L5. RR1, RR2, RR3, RR8, BS1. BS6
T1. L6. WO2

Links: PBT, form time, assembly

Powerful Knowledge

- Features of healthy relationships, including respect, trust, consent, kindness, boundaries, equality and managing conflict.
- How actions affect others and the importance of treating everyone with respect.
- The role of self-esteem, independence and personal development in building positive relationships.
- Skills for ending relationships and friendships respectfully and coping with difficult emotions.
- Understanding consent, boundaries and ethical behaviour in romantic and sexual relationships, both online and offline.
- Recognising sexual harassment, including unwanted sexual behaviour, image sharing without consent, coercion and upskirting

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss what your child is seeing on social media and in the media they read and watch. How may it be influencing their attitude about themselves and others?
- Use the resources on Showbie as a discussion point prompt for the lessons in the relationships series

T2. Spring Term

T2. L1. How can I look after my sexual health?
T2. L2. How might pornography impact relationships?
T2. L3. What is relationship equity?
T2. L4. How can we challenge violence in society?
T2. L5. How can substance abuse impact relationships? 
T2. L6. What is drink spiking?

T2. L1. HPP8, ISR8, ISR 9
T2. L2. RR11
T2. L3. RR2
T2. L4. OSA8, BS5, BS7, BS8
T2. L5. ISR10
T2. L6. DATV1, MW9

Links: PBT, form time, assembly

- How to access healthcare and support services, including sexual health services.
- How STIs and HIV are transmitted, prevented and treated, and the importance of testing
- Respect, equality and the impact of behaviour on others.
- How pornography and online content can promote harmful attitudes and unrealistic expectations.
- Where to get support for upsetting, inappropriate or illegal online content.
- Understanding sexual harassment, sexual violence and the laws that protect people.
- The risks of alcohol, drugs and vaping, including their impact on sexual decision-making and mental health.
- The links between substance use, mental health and wellbeing

- Use the resources on Showbie to support in where to get specialist support with sexual health concerns.
- Internet matters is a good source of information for parents on online safety matters:
https://www.internetmatters.org/?gclid=EAlaIQobChMIgrWFkrSHgQMVhejVCh0pSwhtEAAYASAAEgKKZ_D_BwE

T3. Summer Term

T3. L1. What is my role in society?
T3. L2. How can I challenge discrimination?
T3. L3. How can I de-escalate conflict?
T3. L4. How can I think critically in the online world?

T3.L1. RR1, RR2
T3. L2. RR1, RR2
T3. L3. PS3
T3. L4. PS2, OSA

Links: PBT, form time, assembly

- The features of healthy relationships, including respect, trust, consent, kindness, boundaries and managing conflict.
- Understanding how behaviour affects others and treating everyone with respect, recognising equality and individual differences.
- Developing social and emotional skills, including self-awareness, self-management, relationship skills and responsible decision-making.
- Recognising and managing peer pressure and peer influence, including online and through social media.
- Understanding online risks, protecting personal information, using privacy settings safely, and recognising the difference between public and private online space

Year 13 PSHE Curriculum Overview

Note for 26.27 in response to student voice Term 1 has a specific focus on sexual health and outside agency speakers

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss how to register with a GP and on University open days explore wellbeing support on and off campus or discuss how to register with a GP generally

Powerful Knowledge

- Understanding change, loss and bereavement, recognising that grief is a natural response and that people grieve in different ways.
- Knowing how and where to seek support for concerns about relationships, including sexual violence and abuse.
- Understanding marriage and civil partnerships, their legal rights and protections, and that "common-law marriage" is a myth. Knowing that forced marriage and marriage under 18 are illegal.
- Understanding how STIs, including HIV, are transmitted, prevented and treated, and the importance of testing and reducing stigma.
- Understanding the responsibilities of parenting, the importance of early childhood development, and the qualities of positive parenting.
- Recognising unhealthy or unsafe relationships and knowing where to seek help.
- Understanding reproductive health, including fertility, menopause, pregnancy, miscarriage and pregnancy loss, and the importance of healthy behaviours before and during pregnancy.

- The importance of healthy behaviours before and during pregnancy, including fertility, miscarriage, pregnancy loss and accessing appropriate support.
- How to access local healthcare services, including GPs, pharmacies, sexual health clinics and specialist support organisations.
- The differences between online and offline life, including unrealistic body image expectations, curated online identities and the risks of over-reliance on online relationships.
- The risks of online gambling and gambling-related content in gaming, including debt and impacts on mental health.
- How to recognise and manage risks, stay safe, and make informed decisions in increasingly independent and unfamiliar situations

Statutory guidance reference + links

T1. L1. Primary GW8
T1. L2. ISR11
T1. L3. F3, F4, F5
T1. L4. ISR 8, ISR 9
T1. L5. F7, F8, DB4
T1. L6. HPP7

Links: PBT, form time, assembly

T2. L1. HPP7
T2. L2. HPP8
T2. L3. WO2
T2. L4. WO4, MW8
T2. L5. PS1

Links: PBT, form time, assembly

Session Content

T1. L1. How can we deal with grief and loss?
T1. L2. What can be the impact of combining alcohol and drugs with intimacy?
T1.L3. Why do some people have civil partnerships and marriages?
T1. L4. How can we test for and protect each other from STI's?
T1. L5. What does it mean to become a parent?
T1. L6. Pregnancy and healthy foetal development

T2. L1. What choices are there if you/your partner are pregnant?
T2. L2. How can we access the healthcare we need?
T2. L3. How can we make healthy choices about cosmetic procedures?
T2. L4. How does gambling and addiction impact mental health?
T2. L5. How do I stay safe whilst travelling independently in the UK and abroad?

**T1.
Autumn
Term**

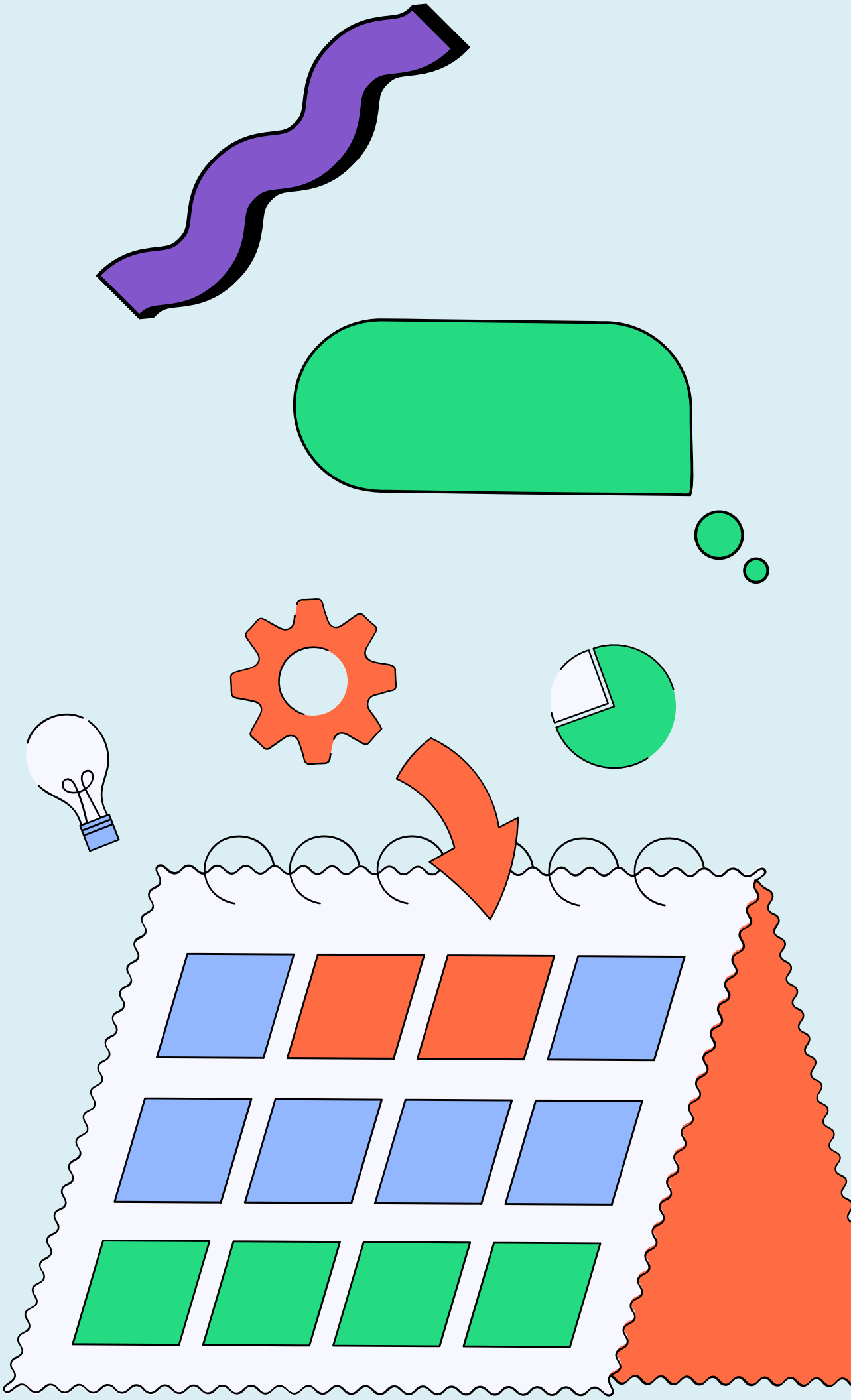
**T2.
Spring
Term**

**Subject – Personal, Social, Health, Economic
Education (PSHE)**



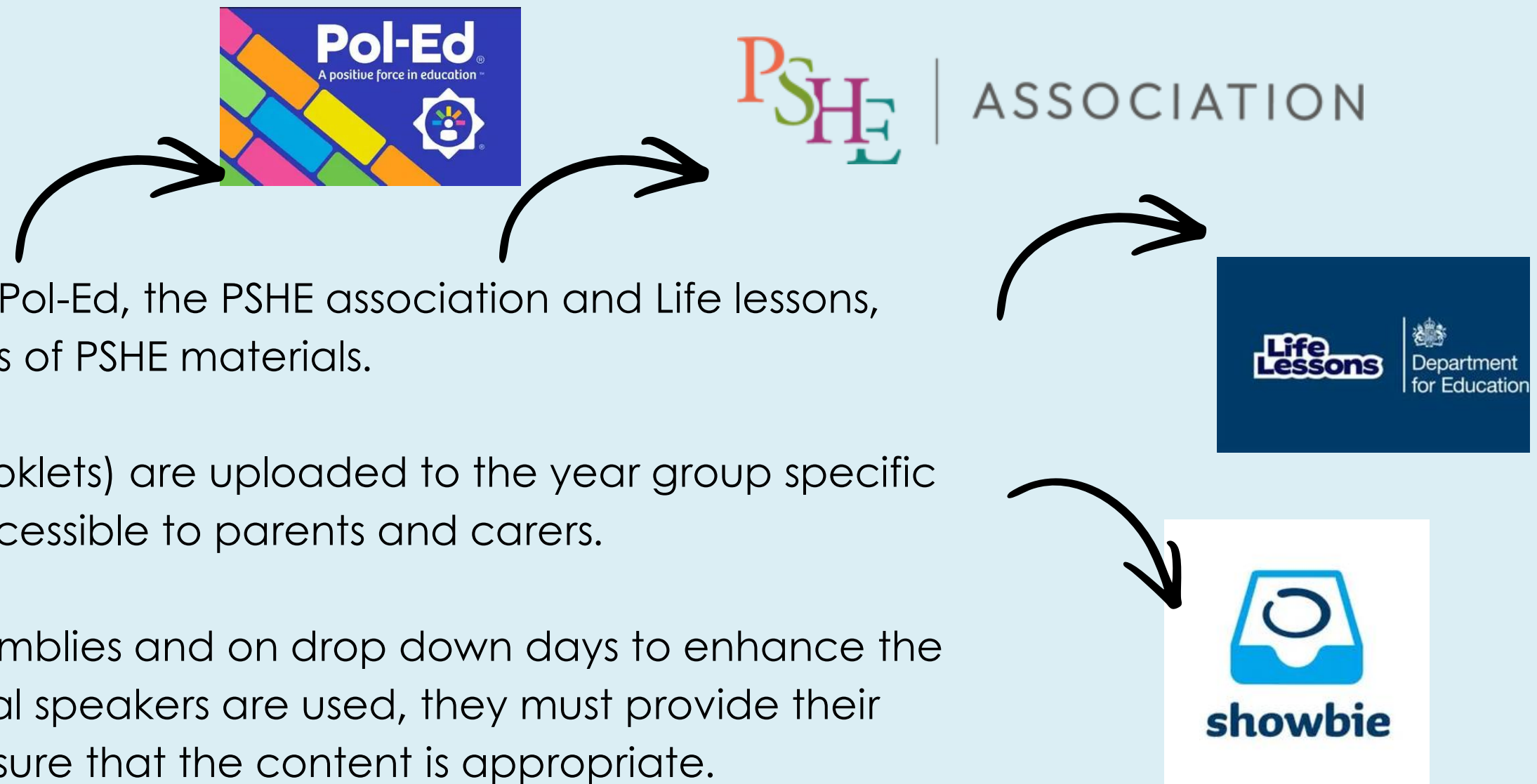
Reporting and Assessment

1	There is no externally examined element of PSHE
2	Student's will be given a Commitment to Learning descriptor (CTL) for PSHE within their reports
3	Student's understanding of the key knowledge in PSHE will be tested every lesson via a Microsoft form multiple choice quiz
4	PSHE is broadly a discussion-based subject, with students having differing starting points to access the content depending on their own experience (frames of reference). Students will record their work and overviews of their discussions in their PSHE booklet.
5	Multiple choice quiz results and records in student booklets will be overseen by the class teacher. Where students are absent or have gaps in their learning, they may be directed to additional PSHE study.
6	The whole school PSHE survey runs every year to take custom-made feedback from all students on the PSHE curriculum and its content.



Curriculum Materials and External Providers

- All curriculum materials are centrally planned by the PSHE lead to ensure that they are age appropriate, RSHE guidance compliant and setting appropriate.



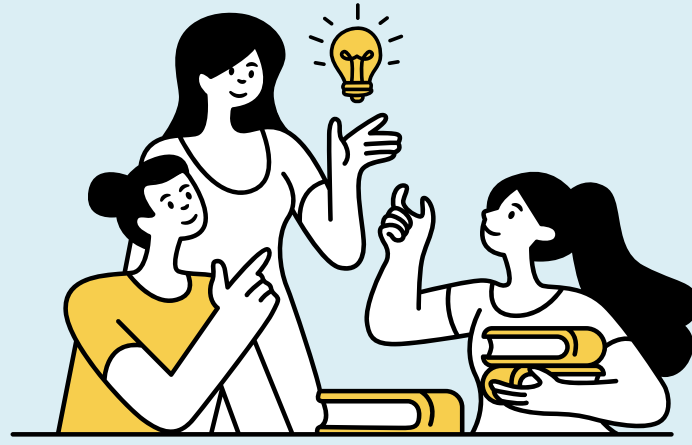
- Some lessons are informed by resources from Pol-Ed, the PSHE association and Life lessons, which are all government approved providers of PSHE materials.
- All lesson materials (PowerPoints and work booklets) are uploaded to the year group specific PSHE group on Showbie, which are readily accessible to parents and carers.
- External visitors and speakers are used in assemblies and on drop down days to enhance the core PSHE curriculum provision. Where external speakers are used, they must provide their resourcing to the PSHE lead in advance to ensure that the content is appropriate.

Lesson Delivery Expectations

All PSHE teaching staff receive CPD on delivering the following aspects of PSHE:



Managing sensitive topics and difficult issues



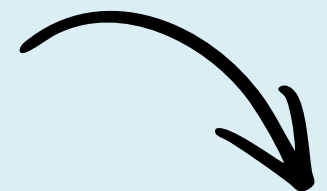
Expectations of language and teacher neutrality



Managing student questions

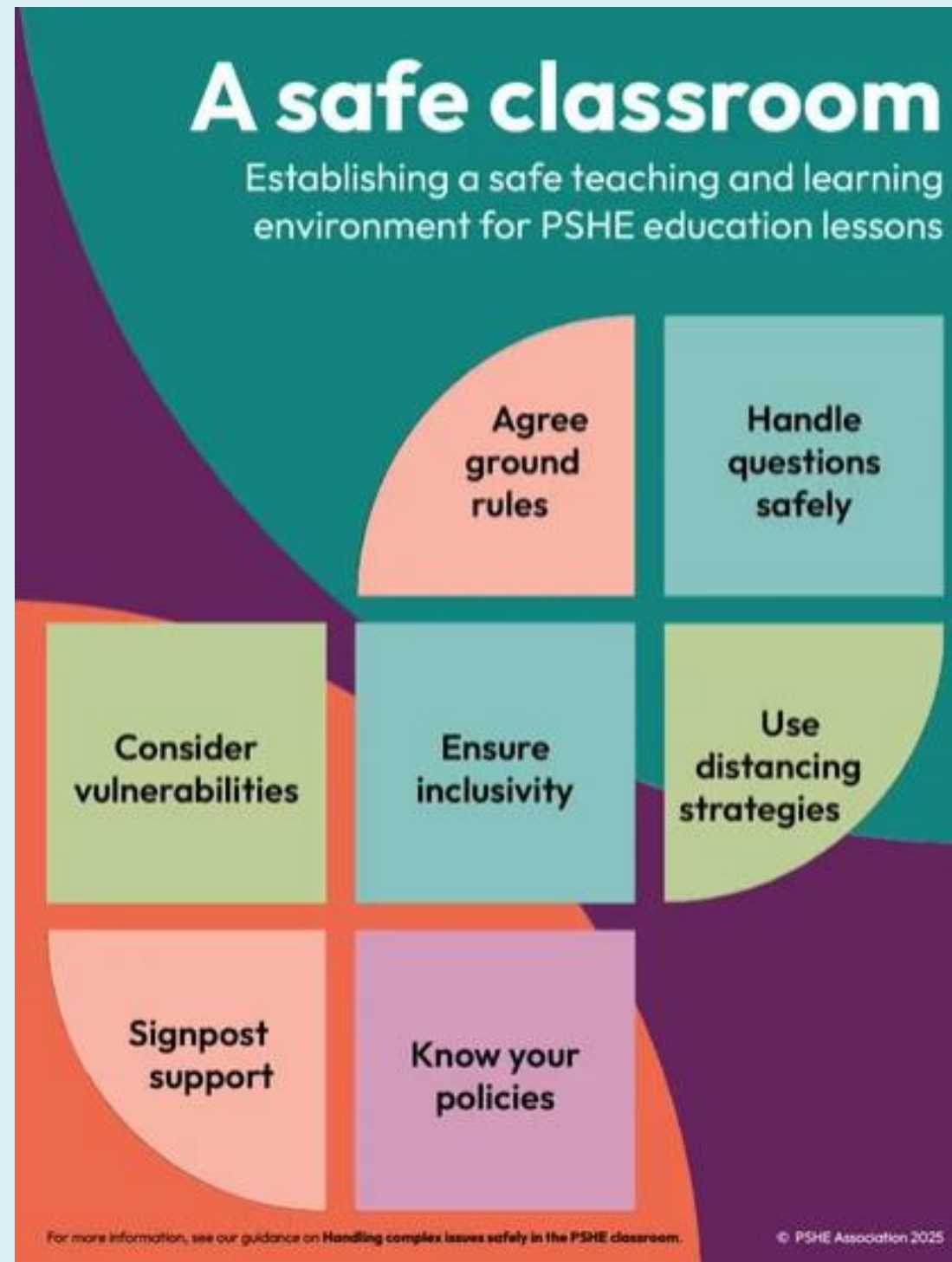
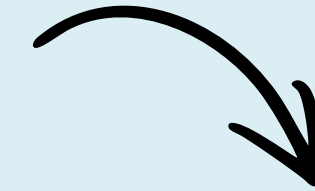
PSHE staff meet once per ½ term as a team to discuss delivery of upcoming topics. Training is given on how to answer questions about topics in sex education that the school does not cover (*see Staff handbook below*). The PSHE lead attends regular safeguarding meetings, pastoral meetings and inclusive learning team meetings as well as meeting regularly with Curriculum leaders and Heads of Department from faculties such as Science, PE and IT to ensure curriculum coherence and an aligned approach.

Further details can be found in the staff PSHE teacher handbook linked here



Lesson Delivery Expectations

Principles for establishing a safe classroom and effective teaching are based on principles from the PSHE association guidance.



Lesson Delivery Expectations

All lessons start with a recap of the PSHE classroom reminders and signposting to sources of support.

These resources are also available on the central PSHE Showbie group.

PSHE Classroom Reminders

**Listen**
Be careful with your words and respect the opinions of others. Actively listen without interrupting. Be kind.

**Dominate conversation**
Allow everyone to talk and do not shame others for their opinions.

**Ask questions**
Know that teacher will always help bring clarity. You can ask questions anonymously via Socrative too.

**Make Assumptions**
Do not assume or generalise about your peers or others in society.

**Be polite**
Be careful with your words and respect the opinions of others.

**Share personal stories**
We do not tell personal stories about ourselves or others but do talk to your teacher if needed.

 Do this...
 Don't do this...



Where could I get more support?

**General**

Your PSHE Teacher	Teacher.name@ilks.mt.co.uk
Head of PSHE	Emma.Griffiths@ilks.mt.co.uk
Your form tutor	Teacher.name@ilks.mt.co.uk
Your HQT or hub staff	Email or in person in the hub
ANY trusted adult in school	Email or in person
Childline (general support)	0800 11 11 - A service for under 18s. www.childline.org.uk
The Mix (general support)	0800 800 4994 - A service for 13-25s https://www.themix.org.uk/
Young Minds (mental health)	www.youngminds.org.uk
CEOP (online safety)	CEOP.Education/Thinkuknow.co.uk
NHS (anything health related)	NHS website for England - NHS
Police	Emergency - 999 Non-emergency 101 West Yorkshire specific - Contact.us@WestYorkshirePolice

**Lesson specific**

Your PSHE Teacher	Teacher.name@ilks.mt.co.uk
Head of PSHE	Emma.Griffiths@ilks.mt.co.uk
Your form tutor	Teacher.name@ilks.mt.co.uk
Your HQT or hub staff	Email or in person in the hub
ANY trusted adult in school	Email or in person



Lesson Delivery Expectations

All lessons also start with an explicit link between taught content and both the School and British values.

Example:

Links to Personal Best Values



Links to British Values



Safeguarding in practice

Link to the safeguarding section
of the school website



[ILKLEY GRAMMAR SCHOOL - SAFEGUARDING](#)

Any safeguarding concerns will be raised with the Head of Year and Safeguarding team and well as the PSHE Lead. Staff will follow the school's safeguarding policy. Due to the nature of the subject, some lesson topics may inherently lead to an increased number of disclosures.

No staff can promise students confidentiality in disclosures and must: **Record → Report → Escalate**

Safeguarding Lead and Head of KS3: Andy Calvert. Email: andrew.calvert@igs.mlt.co.uk

Safeguarding Officers. Jenny Johnson and Sarah McManus



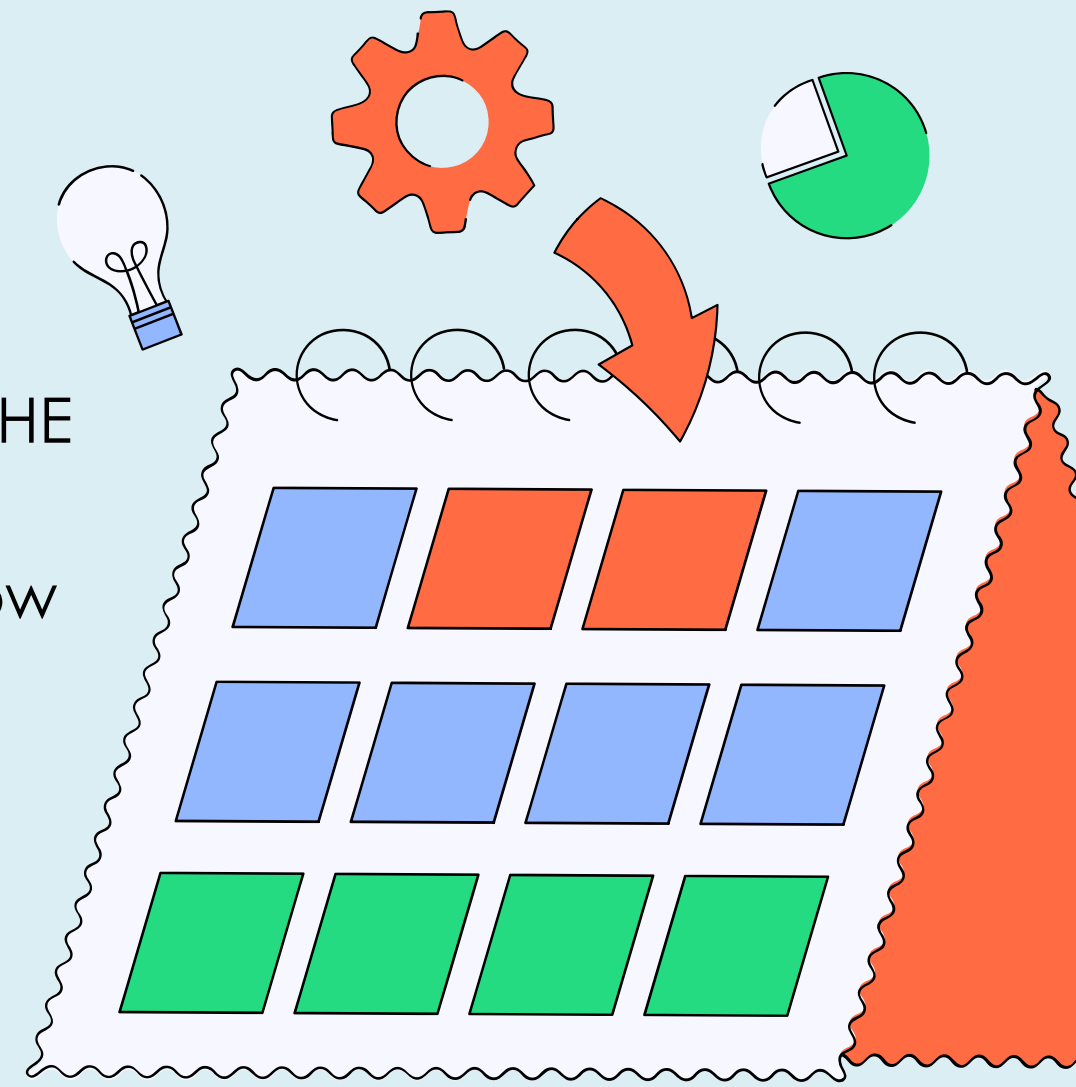
Parental/Carer communication

Parents and carers will be contacted via email, once per term, in the first week of term to notify them of the upcoming PSHE topics for their young person.

Term 1: September 2026 **Term 2:** January 2027 **Term 3:** April 2027

The email will:

- Outline the lesson titles of the topics to be delivered
- Link parents to the parent facing curriculum overviews on the website
- Give opportunity for parents discuss any concerns RE topics or delivery with the PSHE lead
- Signpost to the trust RSHE guidance and to this IGS guidance, with reminders of how to request a meeting RE withdrawal



Parents'/Carers' right to request withdrawal from sex education



Key Reminders RE Requests to withdraw from 2025 guidance:

16. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. *All Sex Education is marked with an orange star in the curriculum overviews.*

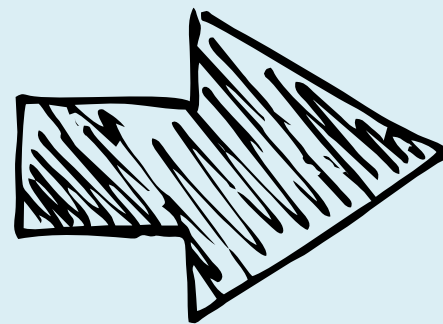
17. Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

19. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

Parental/Carer communication

- All requests to withdraw a student from Sex Education content (marked with an orange star on the overviews ) must be made in writing to the PSHE lead: emma.griffiths@igs.mlt.co.uk
- Parents and carers do not have the right to withdraw their young person from relationships and health education, nor can they withdraw from topics taught as part of the science curriculum, including topics linked to puberty or sexual reproduction.
- Parents and carers can view all teaching materials as standard on Showbie. If any further details are required, please request in writing to the PSHE lead: emma.griffiths@igs.mlt.co.uk

Any queries



emma.griffiths@igs.mlt.co.uk

Curriculum Adaptations



- In some cases, it is appropriate to adapt the PSHE curriculum for an individual student. This will be managed on a case-by-case basis with the relevant leaders (Deputy Heads for inclusion and behaviour and attitudes).
- All one plan discussions will include bespoke questions regarding a child's PSHE pathway.
- Parents and carers will be consulted via email every time the RSHE guidance is updated, or the curriculum sequence is changed.

CONTACT

PHONE

Call 01943 608424
Monday-Friday 8:20-3:00

EMAIL

Email PSHE Lead via
emma.griffiths@igs.mlt.co.uk

