



**THE
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COLLEGE**

Happy, Healthy, High Performing

The Hayling College

Relationships, Sex and Health Education (RSHE)

Policy

STATUS: FINAL DRAFT – PENDING GOVERNING BOARD APPROVAL ON [DATE]

School	The Hayling College
Approved by	Faculty Lead/Headteacher/Governing Board
Date	September 2026
Next review due	July 2027



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1. Aims

At The Hayling College, Relationships, Sex and Health Education (RSHE) forms an important part of our wider PSHCE and Personal Development curriculum and supports our school values of Happy, Healthy and High Performing.

We aim to support pupils to develop positive, nurturing relationships and to understand the importance these have for their wellbeing and future lives.

The aims of RSHE at The Hayling College are to:

- Provide a safe and supportive environment in which sensitive issues can be discussed.
- Help pupils develop healthy, respectful relationships, both online and offline, and make safe, informed choices.
- Prepare pupils for the physical and emotional changes of adolescence and adulthood.
- Develop pupils' self-respect, confidence, empathy and respect for others.
- Promote positive physical, mental, sexual and emotional health and wellbeing.
- Help pupils understand how online influences, social media and technology can affect relationships, wellbeing and behaviour, and how to keep themselves safe.
- Give pupils the knowledge and appropriate vocabulary they need to understand their bodies, relationships and health, and know where to seek help and support.

2. Statutory requirements

As a maintained secondary school, The Hayling College must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED), as set out in section 149 of the Equality Act 2010. This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At The Hayling College, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed and reviewed with reference to the Department for Education statutory guidance for Relationships, Sex and Health Education, applicable from September 2026.



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The policy development and consultation process at The Hayling College has included the following:

1. Review – the existing RSHE policy and curriculum were reviewed against the updated statutory guidance and the requirements for implementation from September 2026.
2. Staff consultation – relevant staff were given the opportunity to review the policy and curriculum and provide feedback on its content, sequencing and delivery.
3. Parent/carers consultation – parents and carers were informed about the changes to RSHE and given the opportunity to provide their views and feedback as part of the consultation process.
4. Pupil consultation – pupils were consulted to gather their views and help ensure that RSHE is relevant, accessible, age-appropriate and responsive to their needs.
5. Ratification – feedback from parents/carers, staff and pupils has been considered in the development of the final draft. The policy will be presented to the Governing Board for formal approval.

4. Definition

At The Hayling College, RSHE is about the emotional, social, physical and cultural development of pupils. It involves learning about relationships, sexual health, physical and mental health and wellbeing, sexuality, healthy lifestyles, diversity and personal identity.

RSHE supports pupils to develop healthy and respectful relationships, recognise the characteristics of healthy and unhealthy relationships, make safe and informed choices and understand where to seek help and support.

RSHE involves a combination of sharing appropriate information in an age and developmentally appropriate manner, and exploring issues and values in a safe, factual and sensitive way.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out in Appendix 1: PSHCE/RSHE Curriculum Map – Years 7–11. The curriculum is reviewed regularly and may be adapted where necessary to respond to changes in statutory guidance, emerging safeguarding issues and the changing needs of our pupils.

AMBER HIGHLIGHT — Sex Education within RSE: the highlighted lesson contains an element of sex education from which a parent or carer may request withdrawal. Where a lesson also contains statutory Relationships Education or Health Education, the school will discuss the specific content to which the request applies. There is no right to withdraw from Relationships Education, Health Education or content taught as part of the National Curriculum for Science.



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Year 7: the RSE provision shown in this curriculum map is Relationships Education only; no Sex Education content has been identified for the purposes of parental withdrawal.

The curriculum has been developed in consultation with parents and carers, pupils and staff. In planning and reviewing the curriculum, we take account of pupils' age, developmental stage and individual needs, including the needs of pupils with SEND, as well as relevant cultural and religious considerations.

RSHE is taught through a carefully sequenced and age-appropriate curriculum, enabling pupils to develop their knowledge and understanding as they progress through The Hayling College.

Where pupils ask questions that extend beyond the planned curriculum, staff will respond in an appropriate, factual and age-appropriate manner, while taking account of safeguarding considerations.

Teaching and curriculum materials will be adapted where appropriate to ensure that pupils with SEND can access the curriculum.

Parents and carers may request to view the curriculum materials used to teach RSHE. The school will respond positively to such requests and will make materials available to view, subject to any relevant copyright restrictions. Where resources are owned by an external provider and cannot be distributed or copied, arrangements will be made for parents and carers to view the materials appropriately, for example on the school premises.

6. Delivery of RSHE

RSHE is delivered primarily through the PSHCE curriculum and sits within the Health and Wellbeing Faculty at The Hayling College. The Health and Wellbeing Faculty Lead delivers the majority of PSHCE lessons across the school, supporting consistency in the content, language and approach used with pupils and providing clear oversight of curriculum progression from Years 7–11.

Pupils in Years 7–10 receive one dedicated one-hour PSHCE lesson each week. Pupils in Year 11 receive one dedicated one-hour PSHCE lesson every two weeks. This provision is complemented by tutor time, assemblies and the school's wider Personal Development programme.

Relationships and Sex Education (RSE) is taught as the first PSHCE unit in the new year across Years 7–11. The curriculum follows a spiral approach, with key knowledge and concepts revisited and developed at an appropriate level as pupils progress through the school.

Curriculum planning and delivery take account of the school and local context, alongside emerging issues affecting young people, so that learning remains relevant and meaningful to pupils at The Hayling College.

RSHE and Health Education are also supported through other areas of the curriculum. Science teaches relevant biological content, including fertilisation and conception in Year 7. Physical Education reinforces aspects of physical health through its Fitness and Wellbeing unit of work. Curriculum links are identified and reviewed to support a coherent whole-school approach and avoid unnecessary duplication.



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Other appropriately trained members of staff may contribute to PSHCE and RSHE where appropriate.

Health Education

Health Education is embedded throughout the PSHCE curriculum and is reinforced across a range of units and themes. In addition, each year group has dedicated Health Education provision, enabling pupils to develop their knowledge and understanding progressively as they move through the school:

- Year 7 – Puberty and Development
- Year 8 – Physical Health and Mental Wellbeing
- Year 9 – Body Confidence
- Year 10 – Healthy Bodies, Healthy Futures, alongside a further health-focused unit, Healthy Minds and Safe Choices
- Year 11 – Adult Health and Looking After Yourself

These units form part of our spiral PSHCE curriculum, with health-related knowledge, skills and themes revisited and developed in an age-appropriate way as pupils mature. Health Education also features within other PSHCE units where relevant, reflecting the connections between physical health, mental wellbeing, relationships, personal safety and preparation for adult life.

Further details of the content taught within each unit, including curriculum progression and links to the statutory Health Education requirements, are provided within Appendix 1.

Relationships, Equality, Protected Characteristics and LGBT+ Content

Relationships and Sex Education is taught within the wider context of developing positive, healthy and respectful relationships. Teaching is factual, balanced, age-appropriate and sensitive to the needs and maturity of pupils.

Equality, diversity and respect are important themes throughout the PSHCE curriculum. Pupils are taught about the protected characteristics within the Equality Act 2010, and these are revisited across a range of PSHCE units and year groups. This enables pupils to develop their understanding of equality, recognise discrimination and prejudice, and understand the importance of treating others with dignity and respect.

Pupils explore LGBT+ identities, equality and respect within the Year 8 Celebrating Differences unit, while sexual orientation, biological sex, gender reassignment and relevant factual and legal information are taught within the Year 8 RSE unit, Identity, Relationships and Sex Education. These themes are revisited and developed appropriately through the wider curriculum. In Year 9, pupils further develop their understanding of equality through the first PSHCE unit, Equality & Diversity Explored, which includes specific teaching about gender equality.

These themes are not confined to individual units. Equality, diversity, protected characteristics and LGBT+ inclusion are appropriately integrated throughout the wider PSHCE and RSE curriculum, enabling pupils to revisit and develop their understanding as they progress through the school.

Staff respond sensitively, factually and in an age-appropriate manner to questions relating to equality, LGBT+ identities, relationships, sexual orientation and gender equality, taking account of pupils' developmental stage and the context in which questions arise.



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Teaching provides pupils with the knowledge and understanding they need to respect themselves and others and to recognise and challenge discrimination, prejudice and harmful stereotypes.

Safe and Sensitive Delivery

The Hayling College recognises that RSHE and PSHCE include topics that may be sensitive or challenging for pupils. Lessons are therefore delivered within a safe, supportive and respectful learning environment.

PSHCE classroom ground rules are referred to in every lesson and are used consistently to support respectful discussion, particularly when sensitive topics are being explored. Pupils are expected to listen respectfully to others, use appropriate language, avoid making assumptions about other people's values, attitudes, behaviours, life experiences or feelings, and challenge opinions rather than individuals.

Discussions focus on general situations rather than pupils' personal experiences. Pupils are not required or expected to disclose personal information or experiences during lessons. They are encouraged to ask questions and understand that it is acceptable to make mistakes as part of learning.

Staff respond to pupils' questions sensitively, factually and in an age-appropriate and developmentally appropriate manner. Where a question falls outside the planned content of a lesson, staff use their professional judgement when deciding how and when it should be answered.

Pupils are made aware that confidentiality cannot be guaranteed where a safeguarding concern arises. If a question, comment or disclosure raises a safeguarding concern, staff will follow The Hayling College's safeguarding and child protection procedures.

Where sensitive health topics such as self-harm, suicide prevention or eating disorders are taught, content will be delivered carefully and in accordance with current statutory guidance. Teaching will focus on prevention, recognising when help is needed and accessing appropriate support. Staff will avoid material that could be instructive, unnecessarily graphic or potentially harmful, and safeguarding procedures will be followed where concerns about an individual pupil arise.

Where a pupil who has been withdrawn from sex education asks a question relating to the content from which they have been withdrawn, staff will respond sensitively and with the pupil's wellbeing in mind. This may include encouraging discussion with a parent or carer or trusted adult and signposting the pupil to appropriate sources of support or information.

Support and Signposting

Support and sources of further help are signposted in every PSHCE lesson. Where appropriate, pupils are directed towards relevant organisations, services and trusted sources of information relating to the topic being studied.

Posters are also displayed within the PSHCE classroom and around the school site, providing pupils with information about specific support services, organisations and appropriate websites that they can access if they require further information, advice or help.



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This consistent approach to signposting ensures that pupils understand where and how they can access appropriate support, both within school and externally, particularly following lessons involving sensitive or challenging topics. Further pupil and parent/carers signposting is provided in Appendix 3.

SEND, Accessibility and Inclusive Delivery

The Hayling College is committed to ensuring that RSHE is accessible and meaningful for all pupils, including those with special educational needs and disabilities (SEND).

Lessons are adapted where appropriate to ensure that the focus remains on pupils' understanding of the content rather than their ability to complete extended written tasks. Teaching incorporates a range of approaches, including whole-class and paired discussion, collaborative activities, visual aids, videos and age-appropriate scenarios. These approaches support pupils in processing information, developing understanding and applying their learning to relevant real-life situations.

Discussion and paired activities provide opportunities for all pupils, including those with SEND, to have their voices heard and to demonstrate their understanding in ways that do not rely solely on written work. Key vocabulary and concepts are explained clearly and revisited where necessary.

Staff use questioning, discussion, scenarios and other appropriate formative assessment approaches to check pupils' understanding, identify misconceptions and determine where further explanation or support may be required.

Where appropriate, additional support may be provided through smaller-group teaching or targeted intervention, particularly for sensitive or complex topics. Teaching Assistants and the school's Welfare Officer may support smaller groups where this is considered beneficial. Some pupils may also benefit from pre-teaching, additional explanation or opportunities to revisit learning following a lesson.

The Health and Wellbeing Faculty will work with SEND and pastoral colleagues where appropriate to identify pupils who may require additional support or adapted approaches to access particular aspects of the curriculum.

Adaptations are designed to improve accessibility while maintaining pupils' entitlement to appropriate statutory RSHE content. Decisions about additional or adapted provision will take account of individual need and the nature of the content being taught.

The PSHCE curriculum follows a clearly sequenced spiral approach, with each unit typically comprising six to seven lessons. Core knowledge is broken down into manageable and developmentally appropriate content, with important concepts and themes revisited and developed as pupils progress through Years 7–11.

This structured approach provides opportunities for pupils to consolidate previous learning, build their knowledge and understanding over time and apply their learning to relevant real-life situations.



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7. Use of External Organisations and Curriculum Materials

The Hayling College recognises that appropriately selected external organisations and professionals can enhance the RSHE and wider PSHE curriculum by providing specialist knowledge, expertise and additional perspectives.

External contributors may include health professionals, charities, drug and alcohol services, specialist organisations and other appropriate speakers or professionals where their contribution supports the planned curriculum and meets the needs of our pupils.

The school remains responsible for the content delivered as part of its RSHE provision. Wherever possible, the Health and Wellbeing Faculty Lead will meet with external providers in advance of their visit to discuss the purpose and intended outcomes of the session and to ensure that their contribution complements the school's curriculum.

External providers will be asked to share relevant lesson plans, presentations, resources and other teaching materials with the school in advance wherever possible. These will be reviewed to ensure that content is appropriate for the age and developmental stage of pupils, factually accurate, suitable for pupils with SEND, unbiased, consistent with the school's duties regarding political impartiality, and aligned with the school's safeguarding responsibilities and RSHE curriculum. The school will be particularly cautious where an organisation has a wider commercial interest or a strong partisan position on a contested issue. Where appropriate, the school may seek the views of parents and carers and will ensure that materials used by external organisations can be viewed by parents and carers, subject to relevant copyright restrictions.

Where it is not possible to meet an external provider in person before a visit, an appropriate discussion will take place in advance to establish the content, intended outcomes, resources and expectations for the session.

Appropriate checks will be undertaken in relation to the suitability and credentials of external organisations and speakers, including relevant safeguarding arrangements. Expectations relating to confidentiality, safeguarding, the use of photographs or personal information and the handling of pupil questions or disclosures will be clarified where relevant before delivery.

A member of The Hayling College staff will always be present when an external organisation or speaker delivers a session to pupils. The member of staff retains responsibility for the pupils and may intervene or stop the session if the content or delivery is considered inappropriate, unsafe, inconsistent with the agreed content or unsuitable for the pupils taking part.

External organisations and speakers are used to complement, rather than replace, teaching by school staff. The school will not work with organisations or individuals whose materials cannot be appropriately reviewed or shared with parents and carers where required, or whose content does not meet the school's expectations for factual, balanced, age-appropriate and inclusive RSHE.

Parents and carers may request to view RSHE curriculum materials, including relevant materials provided by external organisations, in accordance with the arrangements set out in this policy and subject to any relevant copyright restrictions.



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8. Roles and Responsibilities

8.1 The Governing Board

- approve the RSHE policy and review it in accordance with the school's policy review cycle;
- hold the Headteacher to account for the effective implementation of this policy;
- ensure that the school's RSHE provision meets statutory requirements; and
- support the school in ensuring that RSHE contributes effectively to pupils' personal development, health, wellbeing, safety and preparation for adult life.

8.2 The Headteacher

The Headteacher has overall responsibility for ensuring that RSHE is taught consistently across The Hayling College and in accordance with statutory requirements and this policy.

The Headteacher maintains oversight of parental enquiries and requests relating to withdrawal from the non-statutory components of sex education within RSE. While these matters will normally be managed initially by the Health and Wellbeing Faculty Lead, the Headteacher will remain involved as appropriate and will provide leadership and continuity should the Faculty Lead be unavailable.

8.3 Health and Wellbeing Faculty Lead

The Health and Wellbeing Faculty Lead has responsibility for the day-to-day leadership, coordination and development of PSHCE and RSHE at The Hayling College.

The Faculty Lead will normally act as the first point of contact for parents and carers with questions or concerns about the RSHE curriculum and will manage initial discussions where a parent or carer is considering requesting withdrawal from the non-statutory components of sex education.

The responsibilities of the Health and Wellbeing Faculty Lead include:

- leading, reviewing and developing the PSHCE and RSHE curriculum;
- ensuring that statutory RSHE content is appropriately mapped, sequenced and delivered;
- maintaining consistency in curriculum content, terminology and approach across year groups;
- monitoring the quality and effectiveness of curriculum delivery;
- reviewing teaching resources and materials and coordinating the appropriate use of external organisations and speakers;
- supporting staff involved in the delivery of PSHCE and RSHE;
- liaising with SEND, safeguarding, pastoral and other curriculum colleagues where appropriate;
- ensuring that curriculum content and this policy are reviewed in response to changes in statutory guidance and the needs of pupils;
- responding to questions or concerns from parents and carers about the RSHE curriculum; and
- managing initial discussions with parents and carers who are considering requesting that their child is withdrawn from the non-statutory components of sex education within RSE.



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Where a formal withdrawal request is made, or where further discussion or consideration is required, the Health and Wellbeing Faculty Lead will liaise with the Headteacher.

This shared approach ensures appropriate senior leadership oversight and continuity of provision and decision-making in the event that the Health and Wellbeing Faculty Lead is unavailable.

8.4 Staff

Staff involved in the delivery of RSHE are responsible for:

- delivering RSHE in a sensitive, factual, age-appropriate and developmentally appropriate way;
- following the agreed curriculum and contributing to a consistent approach to RSHE across the school;
- using the agreed PSHCE classroom ground rules and creating a safe and respectful environment in which pupils can discuss sensitive issues;
- modelling positive attitudes towards RSHE, equality, diversity and respectful relationships;
- responding appropriately and professionally to pupils' questions, recognising when a question or disclosure may raise a safeguarding concern;
- following The Hayling College's safeguarding and child protection procedures where concerns arise;
- adapting teaching approaches and resources, where appropriate, to support the needs of pupils, including those with SEND;
- checking pupils' understanding, addressing misconceptions and providing appropriate opportunities for discussion and reflection;
- signposting pupils to appropriate sources of further information, advice and support; and
- raising any concerns about the delivery, content or resources used within RSHE with the Health and Wellbeing Faculty Lead.

Staff who have concerns about teaching RSHE or particular aspects of the curriculum are encouraged to discuss these with the Health and Wellbeing Faculty Lead and/or Headteacher, so that appropriate support, guidance or training can be provided.

8.5 Pupil Responsibilities

Pupils are expected to engage fully and appropriately in RSHE and PSHCE lessons and to treat others with respect and sensitivity.

Pupils are expected to follow the agreed PSHCE classroom ground rules, use appropriate language, respect different views and experiences, and contribute to a safe and supportive learning environment.

Pupils are encouraged to ask questions, reflect on their learning and seek further help or support where needed.

9. Parents' Right to Withdraw

Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education.



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Parents and carers also do not have the right to withdraw their child from aspects of sex education that form part of the National Curriculum for Science.

Parents and carers have the right to request that their child is withdrawn from some or all of the non-statutory components of sex education delivered as part of RSE.

At The Hayling College, parents and carers considering withdrawal are encouraged to discuss their concerns with the Health and Wellbeing Faculty Lead, who will normally act as the first point of contact. The Headteacher will retain oversight of withdrawal requests and will be involved where appropriate, including where a formal request is made or further discussion is required.

The purpose of this discussion is to:

- understand the parent's or carer's concerns and reasons for requesting withdrawal;
- explain the nature and purpose of the RSE curriculum and the content from which withdrawal may be requested;
- clarify which elements of RSHE are statutory and cannot be withdrawn from;
- discuss the possible educational, social and emotional implications of withdrawal; and
- answer any questions or concerns the parent or carer may have about the curriculum or teaching materials.

Formal requests for withdrawal should be made in writing. A withdrawal request form is provided in Appendix 2. A copy of the request and the agreed arrangements will be retained on the pupil's educational record.

The Headteacher will consider formal requests for withdrawal. Except in exceptional circumstances, the school will respect a parent's or carer's request to withdraw their child from some or all of the non-statutory sex education delivered as part of RSE.

In exceptional circumstances, the Headteacher may refuse a request for withdrawal, for example where there are safeguarding concerns or particular vulnerabilities that mean withdrawal would not be in the pupil's best interests. Any such decision will be considered carefully on an individual basis.

The outcome of a formal withdrawal request, including the arrangements agreed for the pupil, will be communicated to the parent or carer in writing.

Where a pupil is withdrawn, appropriate alternative PSHCE work will be provided. Arrangements for supervision will be made on an individual basis, taking account of staffing and availability. Where possible, the pupil may complete this work with their tutor or under the supervision of another appropriate member of teaching staff.

The alternative work will ensure that the pupil remains engaged in appropriate PSHCE learning during the period of withdrawal.

Once a pupil is three terms before their 16th birthday, if they wish to receive sex education rather than be withdrawn, the school will make arrangements for them to receive the relevant sex education during one of those terms.



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10. Training and Staff Support

The Hayling College recognises the importance of ensuring that staff involved in the delivery of PSHCE and RSHE have the knowledge, confidence and appropriate resources to teach the curriculum effectively, particularly when addressing sensitive or complex topics.

Staff who teach PSHCE receive appropriate training and are kept informed of relevant curriculum developments, statutory changes and updates through Health and Wellbeing Faculty meetings and other appropriate communication.

PSHCE lessons and supporting resources are centrally organised and shared with staff through the school's Google Drive. Staff who regularly teach PSHCE, as well as staff who may be required to cover PSHCE lessons, have access to the planned lessons and associated resources. This supports consistency in curriculum content, terminology and delivery across the school.

The school currently uses resources from Cre8tive Resources as a starting point for elements of its planned PSHCE provision. These resources are reviewed, adapted and personalised for pupils at The Hayling College to ensure that lessons reflect the needs of our pupils, the local and school context, our planned curriculum and current statutory requirements.

Resources may be amended, supplemented or updated by the Health and Wellbeing Faculty to ensure that content remains relevant, age-appropriate, accessible and responsive to emerging issues affecting young people.

Staff are encouraged to seek advice or support from the Health and Wellbeing Faculty Lead if they have questions or concerns about delivering particular aspects of PSHCE or RSHE, especially sensitive or complex topics.

The Health and Wellbeing Faculty Lead holds a Diploma in PSHE and provides guidance and practical support to colleagues, including advice on how sensitive content can be approached and delivered effectively within the classroom.

Where curriculum or statutory requirements change, relevant information will be shared with staff and additional guidance, resources or training will be provided where appropriate. The school will continue to identify opportunities for professional development to ensure that RSHE provision remains current, consistent and effective.

11. Monitoring, Assessment, Consultation and Review

11.1 Assessment and Monitoring of Pupil Progress

Pupils' learning and progress within PSHCE are monitored throughout the curriculum. At the end of each unit, pupils complete a short assessment of approximately 20 questions, incorporating a combination of multiple-choice and short-answer questions.



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These assessments are used to check pupils' knowledge and understanding, identify misconceptions and evaluate the progress made through the unit. Assessment outcomes also help the Health and Wellbeing Faculty to identify areas of the curriculum that may require further explanation, reinforcement or review.

Where assessment or classroom evidence identifies concerns about a pupil's understanding or progress, these are addressed by the teacher. Appropriate intervention, additional explanation or opportunities to revisit learning are provided where required.

Assessment is considered alongside pupils' contributions to discussion, responses to scenarios, questioning and other classroom activities, recognising that progress within PSHCE is not demonstrated solely through written outcomes.

11.2 Monitoring the Quality of PSHCE and RSHE

The quality and effectiveness of PSHCE and RSHE provision is monitored by the Health and Wellbeing Faculty Lead through a range of quality assurance activities.

Monitoring may include:

- pupil voice;
- analysis of end-of-unit assessment outcomes;
- professional discussion and feedback from staff delivering PSHCE;
- review of curriculum content, lesson resources and teaching materials;
- learning walks and lesson observations; and
- review of pupils' work and learning.

Information gathered through these activities is used to identify strengths, areas for development and any changes required to curriculum content, resources, staff support or teaching approaches.

Where monitoring identifies an area requiring improvement, appropriate action will be taken and its impact reviewed as part of the ongoing quality assurance process.

11.3 Consultation

As part of the development of this policy and curriculum for September 2026, The Hayling College consulted with parents and carers, pupils and teaching staff. Parent and carer consultation included an RSE questionnaire, and feedback from all stakeholder groups was considered when reviewing and developing the policy and curriculum.

Parents and carers will continue to be given appropriate opportunities to contribute to the development and review of the RSHE policy. The school will also continue to seek the views of pupils and staff to help ensure that provision remains relevant, accessible, age-appropriate and responsive to the needs of The Hayling College community.

Feedback received through consultation will be considered alongside statutory requirements, safeguarding information, curriculum monitoring and the professional judgement of the school when reviewing RSHE provision.



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11.4 Policy Review

This policy will be reviewed annually, led by the Health and Wellbeing Faculty Lead, or earlier where changes to statutory guidance, legislation, safeguarding requirements or other developments require the policy or curriculum to be reviewed.

The review will take account of curriculum monitoring, assessment information, pupil voice, staff feedback, parent and carer consultation, emerging safeguarding issues and the changing needs of pupils at The Hayling College.

The Headteacher will maintain oversight of the review process. Following consultation and consideration of any proposed amendments, significant changes to the policy will be presented to the Governing Board for approval.

The RSHE curriculum and associated teaching resources may be reviewed and updated between formal policy reviews where necessary to ensure that provision remains current, relevant, responsive and compliant with statutory requirements.

The date of the next formal review will be recorded within the policy.

Following approval by the Governing Board, this policy will be published on The Hayling College website. A copy will also be made available free of charge to parents and carers on request.

Appendix 1 – PSHCE / RSHE Curriculum Map, Years 7–11

The Hayling College | Curriculum sequence for 2026–27

Purpose and compliance key

This appendix maps the school's five-year PSHCE learning journey by half term. Unit titles and lesson titles are taken from the school's uploaded 5 Year PSHE Curriculum Learning Journey. The Key Knowledge / Learning, statutory/curriculum classifications, British Values and SMSC columns are mapping statements added for this appendix.

● ✓ **Statutory / duty-linked content** identifies lessons that directly contribute to one or more statutory requirements or duties: RSE, Health Education, Citizenship or careers guidance. British Values is shown separately where the lesson clearly supports active promotion. SMSC identifies the strongest Spiritual, Moral, Social and/or Cultural links.

Important: PSHE/PSHCE as a whole is not a statutory National Curriculum subject. The statutory entitlements and duties delivered through this programme include secondary RSE and Health Education, Citizenship for maintained secondary schools, and careers guidance duties. The mapping should be read as curriculum evidence and reviewed



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alongside schemes of work and lesson resources before the school makes a final whole-curriculum compliance declaration.

DfE reference basis

Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance for introduction 1 September 2026 (GOV.UK, updated 19 December 2025).

Department for Education, National curriculum in England: citizenship programmes of study for key stages 3 and 4.

Department for Education, Careers guidance and access for education and training providers – statutory guidance (updated 23 June 2026).

Department for Education, Promoting fundamental British values through SMSC – departmental advice for maintained schools.



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Year 7 PSHCE Curriculum Map

Autumn 1 — Managing Change

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
1	What is PSHE?	Understand the purpose of PSHCE, safe classroom expectations and how the subject supports informed, healthy and responsible choices.	Wider PSHCE / Personal Development	Social
2	Getting to Know People	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
3	What is a Community?	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	● ✓ Statutory / duty: Citizenship British Values	Social
4	Careers and Your Future	Explore personal strengths, aspirations and future pathways, linking learning and informed choices to future education, training and employment.	● ✓ Statutory / duty: Careers duty	Spiritual
5	Sleep and Relaxation	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Social
6	Proud to be me	Develop self-knowledge, confidence and respect for individual difference, while recognising the importance of kindness and belonging.	Wider PSHCE / Personal Development	Spiritual
7	Transition Points in Your Life	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Spiritual

Autumn 2 — Puberty & Body Development

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
8	Introduction to Puberty	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	● ✓ Statutory / duty: Health Education	Social



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9	Girls Puberty & Periods (Double Lesson)	Understand female puberty, menstruation, the menstrual cycle, menstrual products, menstrual wellbeing and how to seek support.	• ✓ Statutory / duty: Health Education	Social
10	Boys Puberty	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	• ✓ Statutory / duty: Health Education	Social
11	Personal Hygiene	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	• ✓ Statutory / duty: Health Education	Social
12	Growing Up	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	Wider PSHCE / Personal Development	Social
13	Self-Esteem	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	• ✓ Statutory / duty: Health Education	Spiritual
14	Tooth Decay & Dental Health	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	Wider PSHCE / Personal Development	Moral

Spring 1 — Friends, Respect & Relationships

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
15	Consent and Boundaries	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Moral
16	Respect and Relationships	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE British Values	Moral • Social
17	What Makes a Good Friend?	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Social
18	Friendships & Online Relationships	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours,	• ✓ Statutory / duty: RSE • Health Education	Social



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		understand boundaries and know how to seek help.		
19	Being Positive	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
20	Pressure, Influence and Friends	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Social
21	What Does it Mean to be a Man Today?	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social

Spring 2 — Staying Safe Online & Offline

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
22	Avoiding Gangs & Criminal Behaviour	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Social
23	Staying Safe Online	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Moral
24	Online Gaming, Grooming & Addiction	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Moral
25	Alcohol and Risk	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral
26	Nicotine and Smoking	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social
27	E-Cigs, Vaping and Shisha	Understand the physical, psychological, social and legal risks associated with substances and	• ✓ Statutory / duty: Health Education	Social



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		addiction, and develop skills for safer decision-making and seeking support.		
28	Energy Drinks and Caffeine	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social
29	Knife Crime and Safety	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHE / Personal Development	Moral

Summer 1 — Money Media & Modern Society

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
30	Intro to Tax	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship	Social
31	Government & our Taxes.	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Social
32	Advertising Tricks.	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
33	Becoming a responsible citizen	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Moral • Social
34	How Deepfakes are being used in politics	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
35	How to Avoid Financial Scams.	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education • Citizenship	Moral
36	Latest UK Census Data	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect	• ✓ Statutory / duty: Health Education • Citizenship	Cultural



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		privacy and data, and know how to report concerns.		
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Summer 2 — Law, Crime & Society

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
37	Desert Island - Living	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
38	Desert Island - Building a Community	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Social
39	Desert Island – Making Decisions	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
40	Desert Island - Criminals Law & Society	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	• ✓ Statutory / duty: Citizenship British Values	Moral
41	How are Laws Made?	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Moral
42	Prisons, Reform & Punishment	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Social



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Year 8 PSHCE Curriculum Map

Autumn 1 — Celebrating Differences

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
1	What is your Identity?	Develop self-knowledge, confidence and respect for individual difference, while recognising the importance of kindness and belonging.	Wider PSHCE / Personal Development British Values	Spiritual
2	Multicultural Britain	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	• ✓ Statutory / duty: Citizenship British Values	Cultural
3	Importance of Being Kind	Develop self-knowledge, confidence and respect for individual difference, while recognising the importance of kindness and belonging.	Wider PSHCE / Personal Development	Social
4	Breaking Down Stereotypes	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHCE / Personal Development British Values	Cultural
5	Learning Disabilities	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
6	Prejudice and Discrimination	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHCE / Personal Development British Values	Moral • Cultural
7	Challenging Islamophobia	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHCE / Personal Development British Values	Cultural

Autumn 2 — Physical Health & Mental Wellbeing

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
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8	Health and Wellbeing	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHE / Personal Development	Moral
9	What is Mental Health?	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Moral
10	Positive Body Image	Understand influences on body image and self-esteem, critically evaluate media messages and develop healthier, realistic attitudes.	● ✓ Statutory / duty: Health Education	Spiritual
11	Child Abuse	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	Wider PSHE / Personal Development	Moral
12	Types of Bullying	Recognise bullying and harmful behaviour, understand its impact and bystander responsibilities, and know how to report and seek help.	Wider PSHE / Personal Development	Moral • Social
13	Healthy Eating and Cholesterol	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	● ✓ Statutory / duty: Health Education	Moral
14	Stress Management	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Social

Spring 1 — Identity, Relationships & Sex Education

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
15	Relationships and Sex Education	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	● ✓ Statutory / duty: RSE	Social
16	Being Yourself & Self-Love	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	Wider PSHE / Personal Development	Spiritual • Social
17	Healthy Respectful Relationships	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	● ✓ Statutory / duty: RSE British Values	Moral • Social



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18	What is Love?	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	Wider PSHCE / Personal Development	Spiritual • Social
19	Dealing with Conflict	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	Wider PSHCE / Personal Development	Social
20	Periods and Menstrual Cycle	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	• ✓ Statutory / duty: Health Education	Social
21	Introduction to Contraception	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
22	Sexual Orientation	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	• ✓ Statutory / duty: RSE	Social

Spring 2 — Dangerous Society Online & Offline

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
23	County Lines – What is It?	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Social
24	County Lines – Who is at Risk?	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Moral
25	Substance Misuse	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social
26	Cyberbullying	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Moral • Social



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27	Online Grooming	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Moral
28	Alcohol Safety	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral
29	Child Exploitation & Online Protection	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Moral

Summer 1 — Staying Safe & Building Respect

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
30	Loneliness	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	Wider PSHCE / Personal Development	Social
31	Is it Bullying or Banter	Recognise bullying and harmful behaviour, understand its impact and bystander responsibilities, and know how to report and seek help.	Wider PSHCE / Personal Development	Moral • Social
32	Peer Pressure & Risk Taking	Recognise pressure and influence, assess risk and practise strategies for making independent, safe and responsible decisions.	Wider PSHCE / Personal Development	Social
33	Personal Safety	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Moral
34	Personal Safety In Public Spaces	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Moral
35	Respect and Women	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	• ✓ Statutory / duty: RSE British Values	Moral • Social
36	Why Sexist Jokes are Wrong	Understand equality, diversity and respectful behaviour; recognise	• ✓ Statutory / duty: RSE	Moral



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		stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.		
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Summer 2 — Digital Worlds & Emerging Dangers

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
37	Deepfakes	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
38	Bullying & Digital Media Literacy	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Moral • Social
39	What is AI Generated Sexual imagery	Understand the risks, harms and legal/safeguarding issues associated with AI-generated sexual imagery and how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Social
40	AI & Chat Bots	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
41	Algorithms and content	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
42	AI - How is it changing the way we think	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
43	Illegal Online Behaviours	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: RSE • Health Education	Moral



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Year 9 PSHCE Curriculum Map

Autumn 1 — Body Confidence

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
1	How Self-Esteem Changes	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	• ✓ Statutory / duty: Health Education	Spiritual
2	What is a Penis?	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	Wider PSHCE / Personal Development	Social
3	What is a Vulva?	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	Wider PSHCE / Personal Development	Social
4	Bullying in all its forms	Recognise bullying and harmful behaviour, understand its impact and bystander responsibilities, and know how to report and seek help.	Wider PSHCE / Personal Development	Moral • Social
5	Dealing with Grief and Loss	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	• ✓ Statutory / duty: Health Education	Spiritual
6	Media and Airbrushing	Understand influences on body image and self-esteem, critically evaluate media messages and develop healthier, realistic attitudes.	Wider PSHCE / Personal Development	Social
7	Cancer Prevention and Healthy Lifestyles	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Moral

Autumn 2 — Legal & Illegal Drugs

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
8	What is a Drug?	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral



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9	Different Types of Addictions	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	• ✓ Statutory / duty: Health Education	Social
10	Cannabis Products	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
11	Drug Classifications	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral
12	Party Drugs & Illegal Drugs	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral
13	The War on Drugs	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Moral
14	Volatile Substance Abuse	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: Health Education	Moral

Spring 1 — Sex, the Law & Consent

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
15	Sexual Consent and the Law	Understand what consent is and is not, how consent is communicated and withdrawn, and the law including the age of consent.	• ✓ Statutory / duty: RSE • Citizenship British Values	Moral
16	FGM and the Law	Understand what FGM is, its physical and emotional harms, its illegality and how to seek help for oneself or others.	• ✓ Statutory / duty: RSE • Citizenship British Values	Moral • Cultural
17	Relationships and Partners	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Social



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18	Domestic Abuse and Domestic Violence	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Moral
19	Why Have Sex?	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
20	Delaying Sexual Activity	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	• ✓ Statutory / duty: RSE	Social
21	Sexual Harassment and Stalking	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Moral

Spring 2 — Contraception & STIs

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
22	What are STIs?	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
23	Treating STIs and the Clinic	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
24	Contraception Explored	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
25	Contraception - Condoms	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
26	Contraception Explored Further	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
27	HIV and AIDS	Develop factual knowledge of sexual and reproductive health, risk	• ✓ Statutory / duty: RSE	Social



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		reduction, informed choices and how to access appropriate confidential advice and services.		
28	HIV and AIDS Prejudice and Discrimination	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	✓ Statutory / duty: RSE - British Values	Moral • Cultural

Summer 1 — Equality & Diversity Explored

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
29	Equality Act 2010	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	✓ Statutory / duty: Citizenship - British Values	Moral • Cultural
30	LGBTQ+ What is it?	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHE / Personal Development	Cultural
31	LGBTQ+ Rights Across the World	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHE / Personal Development	Cultural
32	Gender Equality	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHE / Personal Development British Values	Moral • Cultural
33	Ableism and Disability Discrimination	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHE / Personal Development British Values	Moral • Cultural
34	Removing the Barriers, Equality for All	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHE / Personal Development British Values	Moral • Cultural
35	Racism & Discrimination in Society	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and	Wider PSHE / Personal Development British Values	Moral • Cultural



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		discrimination and develop confidence to challenge them appropriately.		
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Summer 2 — Combatting Extremism & Terrorism

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
36	Conspiracies Theories & Narratives	Develop critical understanding of extremist or radicalising influences, misinformation and risk, alongside knowledge of prevention, reporting and democratic values.	Wider PSHCE / Personal Development	Social
37	Forms of Extremism	Develop critical understanding of extremist or radicalising influences, misinformation and risk, alongside knowledge of prevention, reporting and democratic values.	● ✓ Statutory / duty: Citizenship British Values	Moral
38	What is Terrorism?	Develop critical understanding of extremist or radicalising influences, misinformation and risk, alongside knowledge of prevention, reporting and democratic values.	● ✓ Statutory / duty: Citizenship British Values	Moral
39	War & Conflict	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	● ✓ Statutory / duty: Citizenship British Values	Social
40	The Radicalisation Process	Develop critical understanding of extremist or radicalising influences, misinformation and risk, alongside knowledge of prevention, reporting and democratic values.	● ✓ Statutory / duty: Citizenship British Values	Social
41	How Does Counter Terrorism Work?	Develop critical understanding of extremist or radicalising influences, misinformation and risk, alongside knowledge of prevention, reporting and democratic values.	● ✓ Statutory / duty: Citizenship British Values	Moral
42	Antisemitism in the UK	Understand equality, diversity and respectful behaviour; recognise stereotypes, prejudice and discrimination and develop confidence to challenge them appropriately.	Wider PSHCE / Personal Development British Values	Cultural



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Year 10 PSHCE Curriculum Map

Autumn 1 — Exploring British Values

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
1	Critical Thinking & Fake News	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
2	Hate Crime in the UK	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	• ✓ Statutory / duty: Citizenship British Values	Moral
3	British Values and Identity	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Spiritual • Cultural
4	Mutual Respect & Tolerance	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Moral • Social • Cultural
5	Individual Liberty	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Social
6	What are Human Rights?	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Cultural
7	Democracy Explored	Develop citizenship knowledge and critical thinking about rights, responsibilities, law, democracy, public institutions and participation in modern Britain.	• ✓ Statutory / duty: Citizenship British Values	Social

Autumn 2 — Healthy Minds & Safe Choices

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
8	Child Sexual Abuse	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours,	• ✓ Statutory / duty: RSE	Moral



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		understand boundaries and know how to seek help.		
9	Screen Time	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	● ✓ Statutory / duty: Health Education	Social
10	Masculinity & Misogyny	Understand how restrictive gender stereotypes and misogyny can affect attitudes, relationships and behaviour, and how to challenge them.	Wider PSHE / Personal Development	Moral
11	Basic First aid Essentials	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	● ✓ Statutory / duty: Health Education	Social
12	Self-Harm	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Spiritual
13	Suicidal (Thoughts and Feelings)	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Social
14	Promoting Emotional Wellbeing	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	● ✓ Statutory / duty: Health Education	Social

Spring 1 — Exploring Relationships & Sex Education

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
15	Pleasure and Delaying Sexual Activity	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	● ✓ Statutory / duty: RSE	Social
16	Campaigning Against FGM	Reinforce knowledge of FGM, the law and safeguarding, while considering how informed action can challenge harmful practices.	● ✓ Statutory / duty: RSE	Moral • Cultural
17	Sexting, Nudes and Penis Pics	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	● ✓ Statutory / duty: RSE	Moral



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18	Online Pornography (Myths vs Reality)	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	● ✓ Statutory / duty: RSE • Health Education	Moral
19	Porn and its Impact on Society	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	● ✓ Statutory / duty: RSE	Moral
20	Unhealthy Relationships & Sexual Assault	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	● ✓ Statutory / duty: RSE	Social
21	Sexualisation of the Media	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	● ✓ Statutory / duty: RSE	Social

Spring 2 — Violence, Crimes & Seeking Safety

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
22	Honour Based Violence	Recognise honour-based abuse, understand that abuse is never justified by culture or tradition, and know how to seek support.	● ✓ Statutory / duty: RSE	Cultural
23	Forced Marriages and Breast Ironing	Understand forced marriage and breast ironing as harmful practices, recognise safeguarding concerns and know how to seek help.	● ✓ Statutory / duty: RSE	Cultural
24	Online Gaming & Gambling	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	● ✓ Statutory / duty: Health Education	Moral
25	Social Media Validation	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	● ✓ Statutory / duty: Health Education	Social
26	Modern-Day Slavery	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
27	Keeping Your Data Safe	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect	● ✓ Statutory / duty: Health Education	Social



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		privacy and data, and know how to report concerns.		
28	Causes of Knife Crime	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHE / Personal Development	Moral
29	Dangers of Virginity Testing	Understand that virginity testing is harmful, has no scientific basis, is illegal, and know how to seek safeguarding support.	• ✓ Statutory / duty: RSE • Health Education	Social
30	What is Sextortion	Recognise sextortion, manipulation and threats involving intimate images; know not to comply with demands and how to report and seek help.	• ✓ Statutory / duty: RSE	Social
31	Positive Male Role Models & Incels	Explore positive male role models, recognise misogynistic or incel narratives and develop critical strategies for challenging harmful online influence.	• ✓ Statutory / duty: RSE	Social

Summer 1 — Healthy Bodies & Healthy Futures

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
32	What is a GP and Role of a local Doctor	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Social
33	Role of Pharmacists	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Social
34	Local Healthcare System	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Moral
35	What is Antimicrobial Resistance	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Social
36	Menstrual & Gynecological Health	Develop accurate, age-appropriate knowledge of the body, health and development, including healthy self-care and when or where to seek support.	• ✓ Statutory / duty: Health Education	Moral



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37	Healthy behaviours & Pregnancy	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	✓ Statutory / duty: RSE • Health Education	Moral
38	Unhealthy Weight Gain & Risks	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	✓ Statutory / duty: Health Education	Moral

Summer 2 — Relationships, Respect & Modern Challenges

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
39	Marriage Vs Cohabitation & Civil P's	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	✓ Statutory / duty: RSE	Social
40	Financial Abuse and Control in Relationships.	Recognise financial abuse as a form of coercive control, identify warning signs and know routes to support.	✓ Statutory / duty: RSE	Moral • Social
41	Ending Relationships	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	✓ Statutory / duty: RSE	Social
42	Personal Safety	Recognise risks of crime, exploitation and unsafe situations, understand relevant consequences, and develop practical strategies for safety, reporting and support.	Wider PSHCE / Personal Development	Moral



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Year 11 PSHCE Curriculum Map

Year 11 follows the same half-term structure; Summer 1 and Summer 2 are identified on the learning journey as examination/revision and leaving-transition periods rather than additional taught lesson sequences.

Autumn 1 — Adult Health & Looking After Yourself

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
1	Organ and Blood Donation	Understand the principles and social value of blood and organ donation and make informed decisions using reliable health information.	• ✓ Statutory / duty: Health Education	Social
2	Teenage Pregnancy Choices	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
3	Mental health illnesses	Develop knowledge of mental and emotional wellbeing, recognise influences or warning signs, and identify practical strategies and appropriate sources of support.	• ✓ Statutory / duty: Health Education	Moral
4	Parenthood for Teenagers	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
5	Testicular and Prostate Cancer	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
6	Breast Cancer, Cervical Cancer & Screening	Develop practical health knowledge, prevention and help-seeking skills, including how to use reliable health services and make informed choices.	• ✓ Statutory / duty: Health Education	Social
7	Love & Abuse	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Spiritual • Moral • Social

Autumn 2 — Staying Safe

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
8	Virtual Reality and Live Streaming	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect	• ✓ Statutory / duty: Health Education	Social



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		privacy and data, and know how to report concerns.		
9	Online Reputation and Digital Footprints	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Moral
10	Group Chats & Anti-Bullying	Recognise bullying and harmful behaviour, understand its impact and bystander responsibilities, and know how to report and seek help.	Wider PSHE / Personal Development	Moral • Social
11	Vaping why is it on the rise?	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social
12	New Psychoactive Substances	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social
13	Festivals and Nitrous Oxide	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
14	Substance Addiction	Understand the physical, psychological, social and legal risks associated with substances and addiction, and develop skills for safer decision-making and seeking support.	• ✓ Statutory / duty: Health Education	Social

Spring 1 — Sexual Health

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
15	Peer-on-Peer Abuse	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE	Moral
16	Fertility and What Impacts it	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
17	Alcohol, Parties & Bad Choices	Understand the physical, psychological, social and legal risks associated with substances and	• ✓ Statutory / duty: Health Education	Moral



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		addiction, and develop skills for safer decision-making and seeking support.		
18	Importance of Sexual Health	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Moral
19	Revisiting STIs	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
20	Revisiting Contraception	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education	Social
21	Respect, Love and Relationships	Recognise characteristics of healthy, respectful relationships, identify harmful or abusive behaviours, understand boundaries and know how to seek help.	• ✓ Statutory / duty: RSE British Values	Spiritual • Moral • Social

Spring 2 — Justice, Ethics & Modern Society

Lesson	Lesson Content	Key Knowledge / Learning	Statutory / Curriculum Requirement	SMSC
22	What is Justice	Develop factual knowledge of sexual and reproductive health, risk reduction, informed choices and how to access appropriate confidential advice and services.	• ✓ Statutory / duty: RSE • Health Education • Citizenship British Values	Moral
23	Media Literacy & Digital Resilience	Develop digital literacy and online safety: recognise manipulation, harmful content or contact, protect privacy and data, and know how to report concerns.	• ✓ Statutory / duty: Health Education	Social
24	Grime Music + Violence	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	Wider PSHCE / Personal Development	Social
25	Moral and Ethical Decisions	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to personal development, safety, health and life in modern Britain.	• ✓ Statutory / duty: Citizenship	Spiritual • Moral
26	Debating and Meaningful Discussions	Build age-appropriate knowledge, critical thinking and practical decision-making skills relevant to	• ✓ Statutory / duty: Citizenship	Social



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		personal development, safety, health and life in modern Britain.		
27	Abortion Laws, Morals and Ethics	Understand the legal framework and pregnancy choices, consider differing ethical perspectives respectfully, and know where accurate support can be found.	✓ Statutory / duty: Citizenship - British Values	Spiritual • Moral
28	Sex Trafficking	Recognise sexual exploitation and trafficking, understand coercion and vulnerability, and know how to report concerns and access support.	✓ Statutory / duty: RSE	Social

Summer 1 — Summer Exam Season / Revision

Curriculum period	Learning Journey position
Summer 1	Summer Exam Season / Revision

Summer 2 — Leaving Year 11 – Stay Safe, Stay Smart

Curriculum period	Learning Journey position
Summer 2	Leaving Year 11 – Stay Safe, Stay Smart



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Curriculum compliance statement

The Hayling College provides a comprehensive and progressive PSHCE curriculum across Years 7–11. The curriculum is designed to deliver pupils' statutory entitlement to Relationships and Sex Education (RSE) and Health Education, while also contributing to statutory Citizenship provision and the school's careers responsibilities. It actively promotes British Values and pupils' spiritual, moral, social and cultural development, alongside wider Personal Development.

The curriculum follows a spiral approach, revisiting important themes at increasing levels of complexity and developmental appropriateness. Green statutory indicators in this appendix show where individual lessons directly contribute to statutory requirements or duties. Final confirmation of full compliance should be made following a requirement-by-requirement audit of the taught curriculum, schemes of work and supporting resources against the DfE guidance for introduction on 1 September 2026.

Appendix 2 – Request to Withdraw from Sex Education within RSE

The Hayling College

To: Headteacher / Health & Wellbeing Faculty Lead

Dear Headteacher / Health & Wellbeing Faculty Lead,

I am writing to request that my child is withdrawn from some or all of the sex education elements taught as part of Relationships and Sex Education (RSE).

Name of pupil: _____

Year group / Tutor group: _____

I would like to request withdrawal from:

Any particular lessons or aspects of sex education I would like to discuss:



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I understand that the school will contact me to discuss my request and the relevant curriculum content. I understand that the right to request withdrawal applies to sex education delivered as part of RSE and does not apply to Relationships Education, Health Education or content taught as part of the National Curriculum for Science.

Parent/Carer name: _____

Signature: _____

Date: _____

Preferred contact details: _____

For school use only

Date request received: _____

Date of discussion / meeting: _____

Outcome / arrangements: _____

Policy note: The school will follow the withdrawal process set out in its RSHE Policy and Department for Education statutory guidance for introduction from 1 September 2026.



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Appendix 3 – Signposting for Support

Pupils, Parents and Carers

The Hayling College provides clear signposting to school-based, local and national sources of support for pupils, parents and carers. The resources below are displayed around the school and are available as separate full-size resources. External contact details are reviewed periodically to ensure that information remains current.

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NEED HELP?

TALK TO SOMEONE AT THE HAYLING COLLEGE

You do not have to deal with a problem on your own. We are here to listen and help.

DSL – MISS COX
 Designated Safeguarding Lead
 Office on the **TOP CORRIDOR**

WELFARE – MRS WOOD
 First Aider & Welfare Support
 First Aid Room **NEAR SEN HUB**

**HEALTH & WELLBEING
FACULTY LEAD – MRS AYLOTT**
 PSHE Teacher & Wellbeing Lead
 Room **PSHCE 1** Humanities
 Bottom Corridor

YOUR TUTOR • PUPIL PROGRESS LEAD
ANY TRUSTED MEMBER OF STAFF
 We are all here to listen and help.

IN IMMEDIATE DANGER?
CALL 999

RESPECT
 KINDNESS
 AMBITION

School support

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NEED SOMEONE TO TALK TO?

Whatever you're going through, you don't have to face it alone.

Childline by NSPCC	CHILDLINE Anything worrying you. Talk about any issue, any time.	0800 1111 24/7 childline.org.uk
	OFF THE RECORD Free, confidential counselling and support for 11-25 year olds in Havant and surrounding areas.	023 9247 4724 otrsouth.org
	NO LIMITS Free information, advice and support for under 25s across Hampshire and surrounding areas.	0300 330 5477 nolimitshelp.org.uk
	Y SERVICES Youth work, information, LGBTQ+ support and help for young people in Havant and across Hampshire.	023 9249 5790 yservices.co.uk
	CHATHEALTH Text a school nurse for confidential advice on physical or emotional health, relationships and more.	TEXT 07507 332160 Mon-Fri 8:30am-4:30pm
	KOOTH Free, safe and anonymous online counselling and emotional wellbeing support.	kooth.com
	HAVANT & EAST HANTS MIND YOUNG PEOPLE'S SAFE HAVEN Immediate support for 11-17 year olds in Havant. No referral needed.	0300 303 1580 hehmind.org.uk
	SIMON SAYS Bereavement support for children and young people up to 18 when someone significant has died.	023 8064 7550 simonsays.org.uk

TALK • LISTEN • SUPPORT

Someone to talk to



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SPECIALIST HELP & STAYING SAFE

Confidential support is available for you or someone you're worried about.

PAPYRUS – HOPELINE247 If you're struggling with thoughts of suicide, or worried about a young person.	0300 102 2470 TEXT HOPE to 88247 24/7 papyrus-uk.org
BEAT – EATING DISORDER SUPPORT Support for anyone affected by an eating disorder. Help for friends and families too.	0808 801 0677 Mon-Fri 12pm-8pm Sat-Sun 4pm-8pm beateatingdisorders.org.uk
STOP DOMESTIC ABUSE Help for anyone experiencing domestic abuse or controlling relationships.	03300 165 112 stopdomesticabuse.uk
TREETOPS SARC (SEXUAL ASSAULT REFERRAL CENTRE) Specialist support after rape or sexual assault, recent or historical. You do not have to	0300 123 6616 24/7 treetops-sarc.org.uk
NHS SEXUAL HEALTH SERVICE – LET'S TALK ABOUT IT Confidential advice, contraception, STI testing and sexual health support.	0300 300 2016 lets-talk-about-it.nhs.uk
CATCH22 HAMPSHIRE 24/7 Confidential support for young people under 25 about drugs and alcohol.	0800 599 9591 24/7 catch-22.org.uk
SAFE4ME Information and advice about abuse, exploitation, relationships, drugs, online safety and more.	safe4me.co.uk

IN IMMEDIATE DANGER? CALL 999
YOU MATTER. WE ARE HERE TO HELP.

Specialist help & staying safe

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PARENT & CARER SUPPORT

Worried about your child or finding family life difficult? You don't have to manage it alone. Support and advice are available.

LOCAL FAMILY SUPPORT Local services for families in Havant, Hayling Island and Hampshire

LEIGH PARK BEST START FAMILY HUB – HAVANT A welcoming place for families with children of any age. Get advice, parenting support and access to a wide range of local services. 023 9247 7327 hants.gov.uk/familyhubs	HAVANT & EAST HANTS MIND – PARENT SUPPORT Confidential support and advice for parents and carers worried about a child or young person's mental health and wellbeing. 0300 330 5463 easthantsmind.org	HAMPSHIRE SENDIASS Free, confidential and impartial advice and support about SEND, education, health and social care for parents and carers. 0808 164 5504 Mon-Fri 9am-4.30pm hants.gov.uk/sendias
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HAMPSHIRE PARENT/CARER NETWORK (HPCN)
Parents-led support for families of children and young people with difficulties or additional needs. Connect, share and have your voice heard.
hpcn.org.uk

TOGETHERNESS – FREE PARENTING COURSES
Free online courses for parents and carers covering topics such as understanding feelings, behaviour, development and adolescence. Learn at your own pace.
ACCESS CODE FOR HAMPSHIRE, FAMILY
togetherness-uk.org

SPECIALIST SUPPORT National and Hampshire services for specific concerns

YOUNGMINDS Parents Helpline Free, confidential advice for parents and carers worried about a child or young person's mental health. 0808 802 5544 Mon-Fri 9.30am-4pm youngminds.org.uk/parents-helpline	PAPYRUS Support and advice if you are worried your child may be thinking about suicide. 0800 565 81 41 TEXT: 07860 08962 24/7 papyrus-uk.org	BEAT Advice and support for anyone affected by eating disorders. 0808 801 0677 Mon-Fri 12pm-8pm Sat-Sun 4pm-8pm beateatingdisorders.org.uk	catch 22 Hampshire 24/7 Confidential support for young people under 25 about drugs and alcohol. 0800 599 9591 24/7 catch-22.org.uk	STOP DOMESTIC ABUSE Support and advice for women and children experiencing domestic abuse. 03300 165 112 24/7 stopdomesticabuse.uk
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ChatHealth School Nursing
Text a school nurse for confidential advice about your child's health and wellbeing.
TEXT: 07507 332960
Mon-Fri 9.30am-4.30pm
rhi.uk/mental-health/school-nursing

NHS Talking Therapies (for parents/carers)
Free NHS talking therapies can support your own mental wellbeing.
rhi.uk/mental-health/talking-therapies

Relationship Support
For help with relationships, family communication and parenting challenges.
relate.org.uk

Family Information Service Hub
Information on children, activities, support and services for families in Hampshire.
hants.gov.uk/fish

NSPCC
Advice and support about child protection, abuse and safeguarding.
0800 800 5000
24/7
nspcc.org.uk

TALK TO US AT THE HAYLING COLLEGE
If you are worried about your child, please contact the school. We can listen, offer support and, where appropriate, help you access other local services.

023 9246 2141 (School Reception)
admin@hayling-hants.sch.uk
www.haylingcollege.com

Working together to support you and your child

All services are confidential. You are not alone, and help is available. If you or your child are in immediate danger, always call 999.

Parent & carer support

Full-size versions of these resources are maintained separately for display and use across the school.