

COWLEY INTERNATIONAL COLLEGE



Relationships, Sex and Health Education Policy (RSHE)

Status	STATUTORY
Responsible Governors' Committee	Pupil Behaviour and Well-being
Responsible Person	Head of RE/PSHE
Review Cycle	Annually
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1. Statutory Regulation and Guidance

1.1 At Cowley International College we are required to provide relationships, sex, and health education to all pupils.

1.2 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Keeping children safe in education – for schools and colleges (DfE, 2019)
- Promoting fundamental British values through SMSC (DfE, 2014)

2. Definitions

2.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)².

2.3 Definition of terms:

RSHE: Relationships, sex and health education

C4L: Curriculum for Life

Health education: physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

Relationships education: the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

Sex education: the biological, legal and social aspects of sex, including but not limited to reproduction, consent, contraception, STIs and abortion.

RSE: Relationships and Sex education

PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

DSL: Designated Safeguarding Lead

DfE: Department for Education

3. Delivering the policy

3.1 Relationship and Sex Education (RSE) is taught within Curriculum for Life lessons (C4L).

3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.

Our RSE

3.3 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

² Ibid page 25

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships, online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such, there is the acknowledgement of the variety of home circumstance that make healthy families (including single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

3.5 As a college, we promote equality of opportunity, and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Cowley International College, we value the diversity in our pupils' cultural and religious backgrounds. Relationship and Sex education contributes to our pupils' education around inclusion and respect. Consequently, we are aware of the need to be respectful of our pupils' cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Cowley International College aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff and/or RSHE working group reviews the current provision and all college staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the college and wider community; to ensure it is tailored to pupils' needs, we investigate what pupils want from their Relationship, Sex and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Cowley International College, we ensure that parents are consulted in the development and review of policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Board and then ratified, at which point, we share the finished policy with parents and ensure it is available on the college website.

Consultation with parents

4.5 Cowley International College understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- how to support/complement RSHE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 Cowley International College aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-college community.

4.10 We consult with parents, pupils, and staff in the following ways

- Focus groups
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Emailing enquiries@cowleysthelens.org.uk
- Submitting a letter addressed to Head of Community & Beliefs

5. Statement of Intent

5.1 At Cowley International College, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships, sex and health education.

5.2 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find and access help and support.

5.3 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupils tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence and empathy.

5.4 All schools are required to comply with the requirements of the Equality Act 2010.

5.5 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.6 We understand our responsibility to deliver a high-quality relationships, sex and health curriculum for all our pupils, based on best practice.

5.7 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised and delivered.

6. Roles and Responsibilities

6.1 SENCO

Are primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

6.2 Governing Body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and is in accordance with other whole college policies, as well as the relevant National Curriculum science topics and the setting of RSE within PSHE.

6.3 The Head Teacher

The Head Teacher takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing Body, parents, the Local Education Authority and appropriate agencies. Any requests to withdraw pupils from the non-statutory element of Relationship and Sex Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The head teacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that college meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach relationships and sex education. They will report to the governing body on the implementation and effectiveness of the policy and review the policy on an annual basis.

6.4 PSHE Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

The PSHE co-ordinator will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (including subject leads) to ensure the RSE curriculum complements, but does not duplicate, any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery and monitor/evaluate the effectiveness of RSE and offering support to staff if needed. The lead will feedback to the head teacher/governing body regarding compliance with the statutory requirements and effectiveness of the RSE curriculum.

6.6 Teachers

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with college policy
- Working with the SENCO about identifying and responding to the needs of pupils with SEND

The teachers who will be delivering relationships, sex and health education are outlined below:

Job Title
PSHE Co-ordinator
Year 7: Maths and Technology Departments
Year 8: MFL and PE Departments
Year 9: Humanities and Art Departments
Year 10: Science and Computing Departments
Y11 English and Performing Arts Departments

6.7 All Staff

RSE is a whole college issue. All teachers have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.

6.8 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

7. Safeguarding: safe and effective practice

7.1 Here at Cowley International College, we recognise that there are a range of opinions, beliefs and perspectives in regard to Relationships and Sex Education (RSE). Our role in college is not to influence or judge individual belief, but rather to teach the RSE curriculum “in a factual way so that pupils are clear on their rights and responsibilities as citizens³”.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76

7.2 Cowley International College also recognises that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks and rights, so they are able to make informed decisions that will help to keep them safe.

The college's Relationships and Sex Education Policy is directly linked to the college Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2020.

See further details in Appendix 5.

8. Parental right to excuse a pupil from sex education

8.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

8.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

8.3 Their request will be granted automatically by the head teacher **but will be required to complete a right to withdraw form and submit it to the head teacher.** The parents may be invited to meet with the head teacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. **(Please Appendix 2 right to withdraw form at the end of this document)**

8.4 Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

9. Training

9.1 Staff members at the college will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

9.2 Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

9.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

10. Monitoring and evaluation

10.1 The delivery of RSHE is monitored by the PSHE co-ordinator and their SMLT Link by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

10.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

10.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

10.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

10.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

10.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- **Spotlights**
- Work scrutiny
- Lesson planning scrutiny

10.7 From these assessments, the RSHE subject leader will create annual subject reports for the head teacher and governing body to report on the quality of the subjects.

10.8 Throughout the academic year, the RSHE subject lead will work consistently with the head teacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

11. Policy review

11.1 The pupil wellbeing governing body is responsible for approving this policy.

11.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the head teacher. The next scheduled review date for this policy is **Spring 2026**

11.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the college context.

11.4 Changes will be communicated to all staff and parents and approved by the pupil wellbeing governing body.

Appendices

Appendix 1: Statutory Sex Education

Sex education

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty and the reproductive process in some plants and animals.

Cowley International College is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our college, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

Key Stage 3

1. that fertilisation in humans... is the fusion of a male and a female cell
2. about the physical and emotional changes that take place during adolescence
3. about the human reproductive system, including the menstrual cycle and fertilisation
4. how the foetus develops in the uterus
5. how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

1. The way in which hormonal control occurs, including the effects of sex hormones
2. some medical uses of hormones, including the control and promotion of fertility
3. the defence mechanisms of the body
4. how sex is determined in humans

Appendix 2: The details of the PSHE Curriculum at Cowley International College

Cowley Curriculum for Life Overview 2025-26													
	Year 7			Year 8			Year 9			Year 10		Year 11	
Date	Topic	Lessons	Topic	Lessons	Topic	Lessons	Topic	Lessons	Topic	Lessons	Topic	Lessons	
Term 1													
10/09/2025	Healthy Relationships What makes a healthy friendship?	What is respect?	Health and Wellbeing How do I look after my mental wellbeing?	What is my mental health?	Health and Wellbeing What is gang culture?	What is the role of the police?	Health and Wellbeing How can I look after my own mental health?	How can we promote positive mental health?	Living in the Wider World How can I prepare for my next steps?	What are my options next year?			
17/09/2025		How can I make friends at secondary school?		How can social media / internet impact my mental health?		What are the dangers of taking illegal drugs?		How can we re-frame negative thinking?		What are my options next year? Cowley Sixth Form			
24/09/2025		How do I spot the difference between a healthy and unhealthy relationship?		What is body image and body positivity?		What are the laws surrounding possession of drugs?		How can we recognise MH concerns in young people?		Assembly: DW Cowley Sixth form			
01/10/2025		What is cyber bullying?		How do I stay body positive around social media?		What is the impact of drug addiction?		What support and treatment is available for mental ill health?		What does a good interview look like?			
08/10/2025		What is child on child abuse?		What are healthy coping strategies?		How do I manage the risks of gang culture?		What role does pleasure play in a relationship?		What does a good college application look like?			
15/10/2025		Assembly (Police) Safeguarding		What are unhealthy coping strategies?		What are the implications of carrying knives?		What are the legal and ethical implications of consent?		What does a good college application look like?			
22/10/2025		What are your responsibilities to combat bullying?		Where can I seek support for my mental health?		What do I do if I find myself in illegal situations?		What are the opportunities and risks of online relationships?		How do I apply for my next steps			
Term 2													
05/11/2024	Focus Week												
12/11/2024	Health & Wellbeing How does puberty impact me?	What are the consequences of bullying? Where do I seek support for bullying?	Health and Wellbeing How can my lifestyle choices impact my health?	What are drugs?	Healthy Relationships How do I maintain positive family relationships?	What are the different family types in the UK?	Healthy Relationships How do I keep myself safe in an intimate relationship?	How can pornography affect wellbeing?	Healthy Relationships What are my rights in a relationship?	Trial Exams			
19/11/2024		How does my body change during puberty? (Girls)		How do energy drinks impact me?		What do positive relationships at home look like?		What is sexual harassment & abuse?		What are the signs of a healthy and unhealthy relationship?			
26/11/2024		What is menstruation? What period products are available?		How can medicinal drugs impact me?		How is conflict caused?		What is revenge porn?		What is coercive control?			
03/12/2024		How does my body change during puberty? (Boys)		How can recreational drugs impact me?		How do I manage relationship and family changes?		What is sextortion?		What is harassment and stalking?			
10/12/2024		How do I keep my body clean as it changes?		How can cigarettes & vaping impact me?		What is the impact of domestic abuse and where can I seek support?		What is victim blaming?		What are my rights in a marriage?			
17/12/2024		How do I keep my teeth clean?		How can alcohol impact me?		How can I manage conflicts?		What is gas-lighting?		How can I seek support if I'm in an unsafe relationship?			
Term 3													
07/01/2025	Health and Wellbeing How can I keep myself healthy?	How do I support myself during puberty?	Living in the wider world What opportunities are out there for me?	How do I create aspirational goals for future?	Healthy Relationships What is a healthy intimate relationships?	What are my choice when it comes to intimate relationships?	Living in the Wider World How do I make sensible financial decisions?	How do I budget effectively?	Health and Wellbeing What are the challenges of having children?	What does it take to be a parent?			
14/01/2025		How does food impact my body?		What makes a person employable?		What are the myths and misconceptions relating to consent?		How do savings accounts & pensions work?		What are healthy behaviours before pregnancy for both men and women?			
21/01/2025		Why is exercise important?		Am I employable?		What is the consent continuum & how do I get consent?		What is a mortgage?		Trial Exams			
28/01/2025		How does sleep impact my health?		What is the difference between employment, self employment, voluntary work?		How do I manage the risks of sending, sharing or posting on sexual images?		How do I manage and prevent debt?		What are healthy behaviours during pregnancy for both men and women?			
04/02/2025		How does energy drinks impact my body?		What is the Labour Market Index? (NEW)		What is sextortion?		What are the dangers of online gambling?		What are my options if I get pregnant?			
11/02/2025		How does vaping impact my body?		What are my rights as an employee?		What are STI's?		What is fraud and cybercrime?		Where can I seek support for a miscarriage?			
Term 4													
25/02/2025	Focus Week												
04/03/2025	Living in the Wider World How can I support my local community?	How can I manage my time online?	Health and Wellbeing How do I maintain a healthy and safe relationship?	What is sexual identity?	Healthy Relationships What is a healthy intimate relationships?	How do I protect myself from STI's and pregnancy?	Health & Wellbeing How do I keep myself safe around external pressures?	What can the impacts of peer pressure be on individuals, personal safety and the community?	Health and Wellbeing How can I protect my health?	How do I deal with a bereavement?			
11/03/2025		Who is our local MP?		What does a healthy partner relationship look like?		Contraception		What can the impact of drugs be on individuals, personal safety and the community?		How do I access different non emergent medical services?			
18/03/2025		How can I give back to my local community?		What are the laws surrounding consent?		How do I use a condom?		What can the impact of alcohol be on individuals, personal safety and the community?		How do I access different emergency medical services?			
25/03/2025		NEED CITIZENSHIP LESSON		What are the basic forms of contraception?		What is FGM?		What are the dangers of THC, edibles and vapes?		What are some of the main health problems women face?			

Term 5										
08/04/2025		What is the best way to look after money?		What is discrimination?		What are British Values?		What power does the Government have? (Power of Government & Ruler of Legislature)		How can I self-examine myself for cancer?
15/04/2025		How can we pay for things?		How do I recognize and challenge racism?		What is democracy and why is it important?		What roles do Citizens have? Local, National etc		What are my options when it comes to blood, organ and stem cell donation?
22/04/2025	Living in the wider world	What are the implications of borrowing money?	Healthy Relationships What is discrimination?	How do I recognize and challenge homophobia & biphobia?	Living in the Wider World What is Democracy?	How does democracy work in the UK? (Voting & Election)	Living the Wider World What is the UK's role in a changing society?	Where does the UK belong globally? & how does the government work outside of the UK?	Health and Wellbeing How do I look after my physical health?	What are the risks to cosmetic body alterations?
29/04/2025		How can we keep a track on my money?		How do I recognize and challenge transphobia?		How does democracy work in the UK? (Political Parties)		What are UK citizens rights to travel and access to visas?		What are the risks to vaping and smoking?
06/05/2025		Where can I save my money?		How do I recognize & challenge ableism?		What is the role of parliament and the monarchy?		What is the UK's role in ending global conflict? Case Study - Sierra Leone, Syria		Trial Exams
13/05/2025		Focus Week		Focus week		Trial Exams		Focus week		Focus week
Term 6										
27/05/2025	Health & Wellbeing How can I keep myself safe outside of school?	How can I keep myself safe near railway tracks?	Living in the wider world How do I keep myself safe online?	How is the online world different to reality?	Living in the wider world What systems are in place to keep society fair and just?	How are laws made?	Living the Wider World How diverse is the UK?	How diverse is the UK and how is the population changing?		
03/06/2025		How can I keep myself safe around fire?		What are the dangers of talking to strangers online? (grooming)		Who enforces the law?		Can a changing society lead to unity?		
10/06/2025		How can I keep myself safe around water?		What are the implications of grooming?		What is the difference between criminal and civil law?		How can social media influence my views and beliefs?		
17/06/2025		How can I keep myself safe in the sun?		What is a deep fake? (photos and videos)		Can citizens change the laws?		What is extremism?		
24/06/2025		How can I keep myself safe in my local community?		What is sextortion?		How is the criminal justice system applied to young people?		What is radicalization? (link to British Values)		
01/07/2025		What should I do if I or someone else is in danger?		What are the age restrictions and responsibilities of social media?		Should the age of criminal responsibility be changed?		How can I challenge prejudice, discrimination and stereotyping (link to British Values)		

A more detailed breakdown of the lesson objectives for each lesson is available on request

SIXTH FORM

Cowley Sixth Form Curriculum for Life Overview 2025-26										
		Year 12					Year 13			
Date		Topic		Topic		Lessons	Topic		Lessons	
		Year 12 Gateway/Construction			Year 12					
		Curriculum For Life			Curriculum For Life			Curriculum For Life		
09/08/25	1	Work, Careers and Pathway Choices	1	Induction	Work, Careers and Pathway Choices	1	Induction	Employment and Responsibilities	1	Induction
15/09/2025	2		2	Preparation for the Workplace		2	Preparation for the Workplace		2	Sixth Formers and Employment Rules
22/09/2025	3		3	Being Ambitious With My Life and Careers Goals		3	Being Ambitious With My Life and Careers Goals		3	Building Professional Relationships
29/09/2025	4		4	Alternatives to Going to University		4	Alternatives to Going to University		4	What is Professional Conduct
06/10/2025	5		5	Knowing My Own Strengths and Qualities		5	Knowing My Own Strengths and Qualities		5	Confidentiality in the Workplace
13/10/2025	6		6	How to Produce a Compelling CV		6	How to Produce a Compelling CV		6	UCAS Applications
20/10/2025	7		7	Produce a Compelling CV		7	Produce a Compelling CV		7	UCAS Applications
Term 2										
03/11/2025	1	Positive Wellbeing	1	Stress and Exam Performance/Children in Need	Healthy Lifestyles and Mental Health	1	Cancer and Getting Checked/Children in Need	Sexual Health and Self Concept	1	UCAS Applications/Children in Need
10/11/2025	2		2	Dealing With Depression/Children in Need		2	How to Recognise Different Illnesses/Children in Need		2	UCAS Applications/Children in Need
17/11/2025	3		3	Dealing With Anxiety		3	Maintaining a Healthy Diet on a Budget/Children In Need		3	Body Image and Pressure to Fit in
24/11/2025	4		4	Fears, Phobias and Anxiety		4	Balancing Life and Work		4	Appearance vs Reality
01/12/2025	5		5	Sleep Hygiene and Mental Health		5	Supporting Others		5	PROGRESS CHECK 2 - STUDY LEAVE
08/12/2025	6		6	Prompting Emotional Wellbeing		6	Anxiety, Depression, Eating Disorders		6	STIs
15/12/2025	7		7	Resilience and Growing Up		7	Maintaining Positive Mental Health		7	Sexual Health Misconceptions

Term 3										
05/01/2026	1	Health, Safety and Diversity	1	Diversity and Equality in the UK	Relationship Values and Consent	1	Types of Relationships	Parenthood and Contraception	1	Routes to Parenthood
12/01/2026	2		2	Toxic Masculinity and Men		2	Relationship Values		2	Unintended Pregnancies and Options
19/01/2026	3		3	Knife Crime and Society		3	Discrimination and Prejudice		3	Fertility and What Impacts It
26/01/2026	4		4	Managing Anger and Frustration		4	Consent, Sexual Norms and Expectations		4	Consent and Boundaries
02/02/2026	5		5	How is cancer diagnosed?		5	Police Investigation of Sexual Assaults		5	PROGRESS CHECK 3 – STUDY LEAVE
09/02/2026	6		6	Medical Ethics and Blood Donations		6	Violence Against Women		6	Contraception
Term 4										
23/02/2026	1	Drugs and Risk	1	Alcohol Safety	Risk, Personal Safety and Drugs	1	Getting Home Safely	Forming Respectful Relationships	1	Importance of Building Relationships
02/03/2026	2		2	Substance Misuse		2	Planning a Holiday and Safety		2	Importance of Family and Friends
09/03/2026	3		3	Drugs and Their Effects		3	Importance of Basic First Aid		3	Online Dating and Personal Safety
16/03/2026	4		4	Synthetic Cannabinoids		4	Assertiveness and Alcohol		4	PROGRESS CHECK 4 – STUDY LEAVE
23/03/2026	5		5	LSD, MDMA and Ketamine		5	Drink Spiking & Intoxicated Drivers		5	Breaking Up Relationships
Term 5										
13/04/2026	1	Personal Finance	1	Taxes and the UK	Bullying, Abuse and Discrimination	1	Gaslighting and Emotional Abuse	Financial Choices	1	Budgeting at University
20/04/2026	2		2	Banks, Building Societies and Money		2	Coercion in Relationships		2	Salary Deductions From a Payslip
27/04/2026	3		3	Types of Employment P45 and P60		3	Harassment and Stalking		3	Being Financially Savvy
04/05/2026	4		4	Different Types of Debt		4	How to De-escalate Social Situations		4	Problematic Gambling
11/05/2026	5		5	Income and State Benefits		5	Organised Crime, Gangs and Knife Carrying		5	EXAMS
18/05/2026	6		6	Types of Insurance and Assurance		6	Culture and Diversity in Britain		6	EXAMS

Term 6

01/06/2026	1	Careers	1	Application Forms	Media Literacy and Digital Resilience	1	Managing Online Safety and Privacy	1	EXAMS
08/06/2026	2		2	Interview Preparation		2	Media Literacy Skills and Digital Resilience	2	EXAMS
15/06/2026	3		3	PROGRESS CHECK 3 - STUDY LEAVE		3	PROGRESS CHECK 3 - STUDY LEAVE	3	EXAMS
22/06/2026	4		4	PROGRESSION WEEK		4	PROGRESSION WEEK	4	EXAMS
29/06/2026	5		5			5	Critical Media Literacy Skills and Fake News	5	
06/07/2026	6		6			6	Photoshop, Airbrushing and Social Media	6	
13/07/2026	7		7			7	Extremism and Radicalisation	7	

Appendix 3: The statutory content: relationships education and health education (DfE).

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage

	<p>(e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> • that in school, and in wider society, they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviors, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

	<ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage.

	<ul style="list-style-type: none"> • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.⁴
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Appendix 4: NSPCC Healthy sexual development of children and young people

Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age-appropriate healthy sexual behaviour.

9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy

⁴https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf page 27-29

- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private

13- to 17-year-olds

During adolescence, sexual behaviour becomes more private with young people and they begin to explore their sexual identity. They might be:

- forming longer-lasting sexual and non-sexual relationships with peers
- using sexual language and talking about sex with friends
- sharing obscenities and jokes that are within the cultural norm
- experimenting sexually with the same age group
- looking for sexual pictures or videos online

Appendix 5: Safeguarding: Safe and Effective Practice

Anything specifically for secondary schools is highlighted, please delete as appropriate

Consent, Choice and Personal Responsibility

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.
- Key aspects of the law relating to sex including;
- The age of consent
- What consent is and is not
- The definition and recognition of rape
- Sexual assault and Harassment
- Choices permitted by the law around pregnancy⁵

⁵ Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 78

It is important that our pupils have a good understanding around consent. This will mean that they are confident in actively communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Cowley International College, we have adopted a college-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

Sexual Health

We believe that all aspects of a young person's health can be affected both positively and negatively by the choices they make around relationships and sex. It is, therefore, our responsibility to teach pupils about sexual health so they can make informed choices around intimate relationships. We will therefore educate pupils around:

- The facts around reproductive health including the impact of lifestyle on the fertility of men and women
- The menopause
- Identifying and managing pressure around sex
- That they have a choice to delay sex or enjoy intimacy without sex
- What constitutes sexual harassment and sexual violence and why these are unacceptable
- The facts around the full range of contraceptive options
- The facts around pregnancy, including miscarriage
- That there are choices around pregnancy (this will be medically and legally accurate, impartial information).
- Information around sexually transmitted infections (STIs)
- How the use of drugs and alcohol can impact sexual relationships in an unhealthy way and affect our ability to make informed decisions

Healthy Relationships

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities and help support us throughout our lives. Here at Cowley International College, we believe it is important that pupils are aware that

there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).
- The characteristics and positive aspects of healthy one-to-one intimate relationships

Unhealthy Relationships

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, intimate or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships do not just exist within a sexual context, and can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control
- Exploitation

- Honour based abuse and forced marriage
- Sexual abuse

There may be some pupils within the college who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Cowley International College, we recognise that the college is a place of consistency for our pupils, and a safe space where issues can be discussed and factual responses provided. We are committed that our college will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Cowley International College we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The college recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

Domestic Abuse

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Cowley International College, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly.

Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

Female Genital Mutilation

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a **cultural practice**.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

Online Safety

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Cowley International College we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

Topic	Reasons for teaching
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potential difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet.

	It is important that young people know not to provide material to others that they would not want shared further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe.
Viewing harmful content	Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).
Explicit material and pornography	Viewing pornography and other sexually explicit material can create a distorted view of sexual relationships to young people. It can damage the way people see themselves in relation to others and affect their self-esteem and mental wellbeing. It can also negatively affect how they behave towards sexual partners.
How data is collected and shared online	Pupils need to be aware how data is generated, collected, shared and used online so they can make informed choices about what sort of information they want to share on the internet.

Concerns raised during lessons

At Cowley International College we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

Responses to difficult questions

At Cowley International College we believe that college should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

Appendix 2: Sex Education 'opt-out' form

Name of student:	
Year group:	

Please answer the following questions if you wish to withdraw your child from the sex education elements of our whole school Relationships, Sex and Health Education provision:

1. Which sex education topics do you wish to withdraw your child from?
2. Why do you wish to withdraw your child from these topics?
3. How do you intend to provide information and guidance on this topic(s) at home?

Once we have received this form, you will be invited into the College to discuss these questions further with a member of our Senior Leadership Group and Curriculum for Life

Leader. We can only confirm that your child will not take part in any lessons covering a topic classified as 'sex education' once this meeting has taken place.

Please be aware that your child has a right to opt back in to learning about topics classified as 'sex education' when they are within 3 terms of their 16th birthday. If this is the case, the college will provide a 'catch-up' programme to inform them of topics they have missed. This is part of the Department for Education statutory guidance (2020).

For further information, please see the College Relationships, Sex and Health Education policy.

Date of meeting:	
Meeting with:	

Following this meeting I do / do not want to withdraw my child from sex education.

Printed name:		Relationship with child:	
Signed:		Date:	

Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

PSHE Association

www.pshe-association.org.uk

Unicef

www.unicef.org.uk