

JOHN KYRLE HIGH SCHOOL & SIXTH FORM CENTRE RESPECT (PSHE & RSHE) POLICY 2026–2027

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1. Introduction

At John Kyrle High School, we believe that education should prepare young people not only for examinations, but also for life. Alongside academic success, we are committed to developing students who are confident, respectful, resilient and equipped to thrive in an increasingly complex and rapidly changing world.

Our Personal, Social, Health and Economic (PSHE) education and Relationships, Sex and Health Education (RSHE) curriculum is known collectively as **RESPECT**. The name reflects both the purpose of the curriculum and the values that underpin our school community.

RESPECT is far more than the title of a subject. It represents the attitudes, behaviours and personal qualities that we aim to develop in every student throughout their time at John Kyrle High School.

Through the RESPECT curriculum, students are encouraged to develop:

- **Respect for themselves** by developing confidence, resilience, ambition and a positive sense of identity.
- **Respect for their bodies** by understanding healthy lifestyles, physical wellbeing, personal safety and informed decision-making.
- **Respect for their minds** by developing emotional literacy, recognising the importance of mental wellbeing and knowing when and how to seek support.
- **Respect for others** by building healthy relationships based upon kindness, empathy, trust and mutual respect.
- **Respect for difference** by recognising the diversity of modern Britain and valuing the beliefs, backgrounds and experiences of others.
- **Respect for the law** by understanding rights, responsibilities and the legal protections that help keep individuals and communities safe.
- **Respect for their communities** by becoming active, responsible citizens who contribute positively to school and society.
- **Respect for their future** by developing the knowledge, skills and confidence needed to make informed decisions throughout adult life.

These principles are woven throughout every year of the curriculum and provide a consistent foundation for students' personal development from Year 7 to Year 11.

From September 2026, RESPECT will be delivered through **dedicated one-hour timetabled lessons every fortnight** for all students in Years 7–11. This reflects the school's commitment to placing personal development at the heart of the curriculum and ensuring that all students have sufficient time to engage meaningfully with important issues affecting their lives now and in the future.

The curriculum has been designed to meet all statutory requirements for PSHE and RSHE while also reflecting the distinctive context, values and priorities of John Kyrle High School. Through a carefully planned programme of study, students revisit key themes as they mature, enabling them to deepen their understanding, strengthen their decision-making and develop the knowledge and confidence needed to lead healthy, safe and fulfilling lives.

We recognise that parents and carers are children's first educators and value the important role they play in supporting their child's personal development. The school is committed to working in partnership with families to ensure that learning is accurate, age appropriate and reflective of both statutory guidance and the needs of our local community.

This policy sets out how John Kyrle High School plans, delivers, monitors and reviews the RESPECT curriculum. It should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Equality Policy, SEND Policy and Online Safety Policy.

2. Legal Framework

John Kyrle High School is committed to delivering a high-quality RESPECT curriculum that reflects both statutory requirements and the needs of our students. The curriculum is designed to prepare young people for the opportunities, responsibilities and experiences of modern life whilst promoting their physical health, mental wellbeing, personal development and safety.

The RESPECT curriculum fulfils the statutory requirements for Personal, Social, Health and Economic (PSHE) education and Relationships, Sex and Health Education (RSHE). It has been developed in accordance with current legislation and guidance and is reviewed regularly to ensure that it remains relevant, evidence-informed and responsive to emerging safeguarding priorities.

This policy has been developed with reference to:

- The Children and Social Work Act 2017
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- The Public Sector Equality Duty
- The Department for Education's **Relationships, Sex and Health Education Statutory Guidance (2026)**
- **Keeping Children Safe in Education** (current edition)
- **Working Together to Safeguard Children** (current edition)
- The SEND Code of Practice (2015)
- Behaviour in Schools (DfE)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE)
- The Prevent Duty Guidance
- The Online Safety Act and associated guidance for schools

The curriculum is also informed by guidance from the PSHE Association, local safeguarding partnerships and public health agencies to ensure that learning remains current, relevant and responsive to the experiences of young people.

Statutory Responsibilities

Relationships Education, Relationships and Sex Education and Health Education are statutory subjects in all secondary schools.

John Kyrle High School ensures that all statutory content is taught before students leave Year 11 through the school's carefully planned RESPECT curriculum. Statutory content is delivered progressively across Key

Stages 3 and 4 through age-appropriate learning that builds upon students' prior knowledge and understanding.

The curriculum covers the statutory themes of:

- Families
- Respectful relationships
- Online relationships
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- The changing adolescent body

A full mapping of statutory requirements against the JKHS RESPECT curriculum can be found in **Appendix B**.

Equality and Inclusion

John Kyrle High School is committed to providing an inclusive curriculum that reflects the diversity of modern Britain and promotes respect for all members of the school community.

Teaching is delivered in accordance with the Equality Act 2010 and promotes understanding of the protected characteristics. Students are encouraged to recognise and challenge prejudice, discrimination and stereotyping whilst developing empathy, tolerance and respect for others.

The curriculum is delivered objectively and sensitively. It provides factual information and encourages respectful discussion while recognising that students and families may hold a range of personal, cultural and religious beliefs.

Safeguarding

The RESPECT curriculum forms an important part of the school's safeguarding provision.

Through carefully planned learning, students develop the knowledge and skills needed to:

- recognise healthy and unhealthy relationships;
- understand consent and personal boundaries;
- identify abusive or exploitative behaviours;
- recognise online risks;
- make informed decisions;
- know when and how to seek support.

Safeguarding themes are embedded throughout the curriculum and are reviewed annually to ensure they continue to reflect current local and national priorities.

Working in Partnership with Parents and Carers

John Kyrle High School recognises that parents and carers are children's first educators and values the important role they play in supporting their child's personal development.

The school is committed to working openly and collaboratively with families by:

- publishing this policy on the school website;
- consulting parents and carers when significant curriculum changes are proposed;
- providing information about curriculum content;
- responding to questions and concerns;
- making parents aware of their legal right to request withdrawal from the non-statutory elements of Sex Education.

Parents and carers cannot withdraw their child from statutory Relationships Education, Health Education or the science curriculum.

3. Curriculum Intent

At John Kyrle High School, we believe that Personal Development should be an entitlement for every student. Through the RESPECT curriculum, we aim to provide all young people with the knowledge, understanding, skills and confidence they need to lead healthy, safe and fulfilling lives.

Our curriculum has been designed to prepare students not only for life within school, but also for the opportunities and challenges they will encounter beyond it. It supports them in becoming respectful members of society who are able to build positive relationships, think critically, make informed decisions and contribute positively to their communities.

The RESPECT curriculum is ambitious, knowledge-rich and carefully sequenced. It recognises that students' understanding develops over time and therefore revisits key concepts throughout secondary school, enabling learning to build progressively from Year 7 to Year 11.

Our curriculum is underpinned by four key principles.

Knowledge

Students require accurate, reliable knowledge in order to make informed decisions. Lessons therefore provide factual, evidence-informed and age-appropriate information, enabling students to understand complex issues with confidence.

Respect

Respect is the thread that runs throughout the curriculum. Students develop respect for themselves, for others, for their communities and for the law. This principle shapes every aspect of the curriculum and reflects the values of John Kyrle High School.

Preparation for Life

The curriculum equips students with practical knowledge and transferable skills that prepare them for adulthood. Alongside statutory RSHE content, students develop resilience, financial awareness, digital literacy, communication skills and the confidence to seek help when needed.

Safeguarding

Safeguarding is central to curriculum design. Learning reflects the realities of modern adolescence and helps students recognise risk, understand healthy relationships, stay safe online and know where to access support.

The RESPECT curriculum is reviewed annually in response to statutory guidance, student voice, parental feedback, safeguarding intelligence and emerging national priorities, ensuring that it remains relevant to the lives of our students.

4. Curriculum Implementation

From September 2026, the RESPECT curriculum is delivered through **dedicated one-hour timetabled lessons every fortnight** for all students in Years 7 to 11.

This reflects John Kyrle High School's commitment to ensuring that Personal Development is given the time, status and consistency it deserves within the taught curriculum. Dedicated curriculum time allows students to engage more deeply with important issues, participate in meaningful discussion and reflection, and develop the knowledge and skills needed to make informed decisions throughout their lives.

RESPECT is delivered by members of teaching staff using **centrally planned schemes of learning** developed by the **Head of RESPECT**. Each lesson is supported by a professionally designed PowerPoint presentation and an accompanying student booklet, ensuring consistency of curriculum delivery across all teaching groups whilst allowing teachers the flexibility to respond to the needs of individual classes.

The curriculum is reviewed annually to ensure that it:

- remains fully compliant with statutory guidance;
- reflects current safeguarding priorities;
- responds to local and national issues affecting young people;
- remains relevant, ambitious and evidence-informed;
- supports students' personal development and wellbeing.

The RESPECT curriculum complements learning across a range of curriculum subjects, including Science, Computing, Physical Education and Religious Education, whilst avoiding unnecessary duplication. Where appropriate, links are made to assemblies, enrichment activities, careers education and wider safeguarding initiatives to ensure that students experience a coherent programme of Personal Development.

Curriculum Design

The RESPECT curriculum has been designed to ensure that students revisit important concepts throughout their secondary education whilst developing increasingly sophisticated knowledge, understanding and decision-making.

Learning is sequenced carefully to ensure that students develop secure foundations before progressing to more complex topics.

For example, students first explore themes such as respect, friendships and trust before considering consent, healthy intimate relationships and preparation for adult life in later years.

Similarly, online safety develops from recognising online risks in Key Stage 3 to evaluating more complex issues such as artificial intelligence and deepfakes in Key Stage 4.

This carefully planned progression enables students to build upon prior learning whilst recognising how knowledge applies to changing circumstances as they mature.

Curriculum Resources

To ensure consistency and quality across the school, all RESPECT lessons are supported by centrally produced curriculum resources.

Each lesson includes:

- clearly defined learning objectives;
- retrieval activities to revisit prior learning;
- teacher guidance and structured lesson presentations;
- an accompanying student booklet;
- opportunities for discussion and reflection;
- appropriate safeguarding signposting where relevant.

Student booklets provide a structured record of learning throughout each unit of work and include a range of activities designed to consolidate understanding and encourage thoughtful reflection.

The use of centrally planned resources ensures that every student receives a consistent entitlement to the curriculum regardless of the member of staff delivering the lesson.

Creating a Safe Learning Environment

Many topics within the RESPECT curriculum encourage discussion of issues that are personal, sensitive or complex.

Teachers establish clear expectations for respectful discussion and create learning environments in which all students feel safe, valued and listened to.

Students are encouraged to:

- listen respectfully to others;
- challenge ideas rather than individuals;
- recognise that people may hold different opinions and beliefs;
- use appropriate language;
- avoid sharing personal experiences during lessons;
- seek support from trusted adults if they have concerns.

Teachers use professional judgement when facilitating discussion and may use case studies, scenarios and other distancing techniques where appropriate.

5. Curriculum Overview

The RESPECT curriculum has been carefully planned to provide a coherent programme of Personal Development from Year 7 through to Year 11.

Rather than teaching isolated topics, the curriculum has been sequenced so that students revisit key themes at different stages of their development, enabling knowledge and understanding to deepen over time.

The curriculum reflects both statutory requirements and the needs of our students. It has been developed in response to contemporary safeguarding priorities, educational research, student voice and the local context of John Kyrle High School.

Each year group builds upon previous learning whilst preparing students for the next stage of their education and, ultimately, for adult life.

Year 7 – Building Strong Foundations

The Year 7 curriculum supports students as they transition into secondary school and establishes the values that underpin the RESPECT curriculum. Students begin to develop an understanding of themselves, their relationships with others and their responsibilities within school and society.

Students study:

- Personal Goals
- Respect
- Wants and Needs
- Self Esteem
- Media Literacy
- Racism
- Stereotyping
- Protected Characteristics
- Skills and Qualities
- Budgeting
- Healthy Relationships
- Importance of Trust
- Friendships
- Bullying
- Peer Pressure
- Online Grooming
- Families
- Romance
- Marriage

Year 8 – Developing Confidence and Responsibility

During Year 8, students build upon the foundations established in Year 7 by exploring health, identity and relationships in greater depth. Learning encourages students to make informed decisions, recognise risk and develop increasing independence.

Students study:

- Diet & Nutrition
- Exercise
- Unhealthy Living
- Disordered Eating

- Social Media
- Group Chats
- Self Harm
- Knife Crime
- Identity
- Tolerance & Respect
- Masculinity
- Alcohol
- Online Trolls
- Consent
- Contraception
- Periods
- STIs
- Romance
- Marriage

Year 9 – Increasing Independence

As students become increasingly independent, the curriculum develops their understanding of wellbeing, relationships, citizenship and personal responsibility. Students are encouraged to think critically, evaluate influences and prepare for the transition into Key Stage 4.

Students study:

- Healthy Lifestyles
- Mental Health
- Body Image
- Peer Influence
- Online Safety
- Consent
- Relationship Values
- Vaping & Drugs
- Democracy & Rights
- Exploitation
- Finance & Careers
- First Aid
- Pornography & Media
- Gender Identity

- LGBTQ+ Rights
- Healthy Relationships
- Pregnancy Choices
- Parenthood

Year 10 – Preparing for Adult Life

During Year 10, students explore increasingly complex issues that reflect their growing independence and maturity. Learning builds upon the foundations established in Key Stage 3 and prepares students for the responsibilities and decisions they may encounter as they approach adulthood.

The curriculum encourages students to recognise healthy and unhealthy behaviours, understand the law, evaluate risk and develop the confidence to make informed and responsible choices.

Students study:

- Coercive Relationships
- Emotional Abuse
- Forced and Arranged Marriage
- Divorce
- Stalking and Harassment
- Pregnancy and Abortion
- Fostering and Adoption
- How do you know when you're ready to have sex?
- Resilience
- Loneliness
- Social Anxiety
- Suicide Prevention
- Reproductive Health
- Cancer Awareness
- Neurodiversity
- Personal Safety
- Obsessive Behaviours
- Deepfakes and Artificial Intelligence

Through these topics, students continue to develop the knowledge, understanding and confidence needed to maintain healthy relationships, safeguard their wellbeing and prepare for life beyond compulsory education.

Year 11 – Preparing for the Next Stage

The Year 11 curriculum consolidates learning from previous years and supports students as they prepare for the transition to sixth form, college, apprenticeships or employment.

The focus is on ensuring that every student leaves John Kyrle High School equipped with the knowledge and confidence to make informed decisions, access appropriate support and maintain positive physical and emotional wellbeing.

Students study:

- Consent and Boundaries
- Contraception
- Sexually Transmitted Infections (STIs)
- Drugs
- Online Safety
- Anxiety and Stress Levels

The curriculum also provides opportunities for students to revisit key themes from earlier years, reflect upon their learning and recognise how the knowledge and skills developed through the RESPECT curriculum will support them throughout adult life.

Curriculum Progression

The RESPECT curriculum has been carefully sequenced to ensure that learning builds progressively across the five years of secondary education.

Rather than teaching topics in isolation, students revisit key concepts as they mature, enabling them to deepen their understanding and apply their learning to increasingly complex situations.

This approach supports long-term retention, strengthens students' confidence and ensures that learning remains relevant to their stage of development.

By the end of Year 11, students will have developed the knowledge, understanding and personal skills needed to:

- build and maintain healthy relationships;
- recognise and manage risk;
- understand their rights and responsibilities;
- make informed decisions about their health and wellbeing;
- evaluate information critically;
- contribute positively to their communities;
- prepare confidently for adult life.

6. Statutory Curriculum Coverage

The RESPECT curriculum has been designed to ensure that all statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education are fully met by the end of Key Stage 4.

Rather than teaching statutory content as isolated units, John Kyrle High School delivers these requirements through a carefully planned curriculum that revisits key concepts throughout Years 7–11.

This approach enables students to make meaningful links between different aspects of learning whilst developing increasingly sophisticated knowledge and understanding as they mature.

The curriculum covers all statutory areas including:

- Families
- Respectful Relationships
- Friendships
- Online Relationships
- Being Safe
- Intimate and Sexual Relationships
- Sexual Health
- Mental Wellbeing
- Physical Health
- Internet Safety and Harms
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health Prevention
- Basic First Aid
- The Changing Adolescent Body

A detailed mapping of statutory requirements against the RESPECT curriculum is provided in **Appendix B**.

The statutory mapping is reviewed annually alongside curriculum planning to ensure that the curriculum continues to meet all legal requirements and reflects current safeguarding priorities.

7. Relationships Education

Relationships Education is a central component of the RESPECT curriculum and underpins students' personal development throughout their time at John Kyrle High School.

The curriculum enables students to develop the knowledge, understanding and skills required to build positive relationships founded upon kindness, trust, empathy, communication and mutual respect.

Learning begins in Year 7 by exploring friendships, trust, families and respectful relationships before progressing towards increasingly complex topics including consent, coercive relationships, emotional abuse, forced marriage and preparation for intimate relationships.

Relationships Education is delivered through the following curriculum topics:

Year 7

- Respect
- Healthy Relationships
- Importance of Trust
- Friendships
- Families

- Romance
- Marriage

Year 8

- Identity
- Tolerance & Respect
- Consent
- Romance
- Marriage

Year 9

- Consent
- Relationship Values
- Healthy Relationships
- Pregnancy Choices
- Parenthood
- Gender Identity
- LGBTQ+

Year 10

- Coercive Relationships
- Emotional Abuse
- Forced and Arranged Marriage
- Divorce
- Stalking and Harassment
- Pregnancy and Abortion
- Fostering and Adoption
- How do you know when you're ready to have sex?

Year 11

- Consent and Boundaries
- Contraception
- Sexually Transmitted Infections (STIs)

Through these topics, students develop the understanding needed to recognise healthy relationships, identify abusive or controlling behaviours, understand the importance of consent and know where to seek support if they have concerns about themselves or others.

8. Health Education

Health Education forms an integral part of the RESPECT curriculum and supports students in developing the knowledge, understanding and confidence to make informed decisions about their physical, emotional and mental wellbeing.

The curriculum has been carefully sequenced so that students develop an understanding of healthy lifestyles from the beginning of Year 7 before exploring increasingly complex issues relating to mental health, physical health, risk, resilience and preparation for adulthood.

Teaching promotes positive health behaviours and encourages students to take responsibility for their own wellbeing whilst recognising when and how to seek support for themselves or others.

Health Education is delivered through the following curriculum topics.

Year 7

Students begin to develop an understanding of themselves and the factors that contribute to positive wellbeing through:

- Personal Goals
- Wants and Needs
- Self Esteem

Year 8

Students build upon these foundations by exploring:

- Diet & Nutrition
- Exercise
- Unhealthy Living
- Disordered Eating
- Self Harm
- Alcohol
- Periods

Year 9

Students develop a greater understanding of physical and emotional wellbeing through:

- Healthy Lifestyles
- Mental Health
- Body Image
- Vaping & Drugs
- First Aid

Year 10

As students prepare for adulthood, learning explores more complex aspects of health including:

- Resilience
- Loneliness
- Social Anxiety
- Suicide Prevention

- Reproductive Health
- Cancer Awareness
- Neurodiversity
- Personal Safety
- Obsessive Behaviours

Year 11

The curriculum concludes by supporting students to manage increasing independence through:

- Drugs
- Anxiety and Stress Levels

Through these carefully sequenced topics, students develop the knowledge and confidence needed to look after their physical health, recognise factors that influence mental wellbeing and access appropriate support when required.

9. Living in the Wider World

The Living in the Wider World strand of the RESPECT curriculum prepares students to become informed, responsible and active citizens.

Students develop an understanding of equality, diversity, financial awareness, democracy, careers, media literacy and the responsibilities associated with living in modern Britain.

Learning also supports students in evaluating information critically, recognising misinformation and understanding the influence of both online and offline communities.

Living in the Wider World is delivered progressively throughout the curriculum.

Year 7

Students study:

- Media Literacy
- Racism
- Stereotyping
- Protected Characteristics
- Skills and Qualities
- Budgeting
- Bullying
- Peer Pressure
- Online Grooming

Year 8

Students study:

- Social Media
- Group Chats
- Knife Crime
- Masculinity
- Online Trolls

Year 9

Students study:

- Peer Influence
- Online Safety
- Democracy & Rights
- Exploitation
- Finance & Careers
- Pornography & Media

Year 10

Students study:

- Deepfakes and Artificial Intelligence

Year 11

Students study:

- Online Safety

These topics help students understand their role within society and prepare them to participate confidently, safely and responsibly in modern life.

10. Sex Education

Sex Education forms part of the wider RESPECT curriculum and is taught in accordance with statutory guidance.

Teaching builds upon the Relationships Education and Health Education curriculum, providing students with accurate, objective and age-appropriate information that enables them to make informed decisions and understand their rights and responsibilities.

The curriculum complements the role of parents and carers as children's first educators and is delivered sensitively within an environment of mutual respect.

Teaching is:

- age appropriate;
- evidence-informed;
- medically and legally accurate;
- inclusive;
- responsive to students' needs;
- delivered within a safeguarding framework.

Sex Education is delivered progressively through the following curriculum topics:

Year 8

- Consent
- Contraception
- Periods

- Sexually Transmitted Infections (STIs)

Year 9

- Consent
- Pregnancy Choices
- Parenthood

Year 10

- How do you know when you're ready to have sex?
- Pregnancy and Abortion
- Reproductive Health

Year 11

- Consent and Boundaries
- Contraception
- Sexually Transmitted Infections (STIs)

Throughout the curriculum, students are encouraged to understand that healthy intimate relationships are based upon communication, trust, mutual respect and consent.

Students also learn about the law relating to consent, where to access confidential advice and support, and the importance of making informed and responsible decisions.

11. Safeguarding

Safeguarding is central to the design and delivery of the RESPECT curriculum.

We recognise that high-quality PSHE and RSHE contribute significantly to keeping children safe by providing them with the knowledge, understanding and confidence to recognise risk, seek support and make informed decisions.

Rather than teaching safeguarding as a discrete unit, safeguarding themes are embedded throughout the curriculum and revisited across Years 7–11.

The curriculum has been designed to reflect the safeguarding priorities identified nationally and locally, as well as the experiences and needs of our students.

Through the RESPECT curriculum, students develop an understanding of:

- healthy and unhealthy relationships;
- consent and personal boundaries;
- online safety;
- exploitation;
- grooming;
- bullying;
- discrimination;
- coercive and controlling behaviour;
- domestic abuse;
- personal safety;
- substance misuse;
- mental health;

- where and how to seek help.

Students are regularly reminded that support is available within school and that they should speak to a trusted adult if they have concerns about themselves or someone else.

Managing Sensitive Issues

Teachers recognise that some topics may be sensitive or emotionally challenging for individual students.

Lessons are carefully planned to ensure that learning is age appropriate and respectful.

Students are never expected to disclose personal experiences during lessons.

Teachers may use scenarios, case studies and other distancing techniques to facilitate discussion whilst maintaining students' privacy.

Safeguarding Disclosures

All staff delivering the RESPECT curriculum understand their safeguarding responsibilities.

Should a safeguarding concern arise during a lesson, staff will respond in accordance with the school's Child Protection and Safeguarding Policy.

Students are made aware that, whilst teachers will treat concerns sensitively, they cannot promise confidentiality where a student may be at risk of harm.

The safety and wellbeing of every student remain the school's highest priority.

12. Equality, Diversity and Inclusion

John Kyrle High School is committed to providing an inclusive RESPECT curriculum in which every student feels safe, valued and respected.

The curriculum reflects the diversity of modern Britain and promotes the values of equality, dignity and mutual respect. Students are encouraged to appreciate that individuals may hold different beliefs, experiences and perspectives whilst recognising that everyone has the right to be treated fairly and with respect.

Learning is delivered in accordance with the Equality Act 2010 and supports students in developing an understanding of the protected characteristics and the importance of challenging prejudice, discrimination and stereotyping.

Throughout the curriculum, students explore topics including:

- Respect
- Racism
- Stereotyping
- Protected Characteristics
- Tolerance and Respect
- Gender Identity
- LGBTQ+

- Masculinity

These topics help students to understand the importance of inclusion, equality and respectful relationships both within school and in wider society.

Teaching remains balanced, factual and age appropriate. Students are encouraged to think critically, evaluate information and engage respectfully with viewpoints that may differ from their own.

13. SEND and Adaptive Teaching

John Kyrle High School believes that all students are entitled to access a high-quality RESPECT curriculum, regardless of their starting point, additional needs or disability.

Teaching is adapted to ensure that every student can access learning successfully whilst maintaining high expectations for all.

Teachers draw upon their knowledge of individual students when planning lessons and may adapt learning through:

- scaffolded activities;
- visual resources;
- adapted reading materials;
- structured discussion;
- retrieval activities;
- pre-teaching key vocabulary;
- additional processing time;
- alternative methods of recording learning.

Where appropriate, the Head of RESPECT works alongside the SENDCo, Heads of Year and pastoral staff to ensure that curriculum resources meet the needs of individual learners.

Students who may find aspects of the curriculum particularly sensitive are supported appropriately whilst continuing to receive their entitlement to Relationships, Sex and Health Education.

Providing equitable access to the curriculum is recognised as an important part of safeguarding and promoting positive outcomes for all learners.

14. Teaching and Learning

The RESPECT curriculum is delivered using evidence-informed teaching approaches that promote engagement, reflection and long-term learning.

Lessons are designed to develop both knowledge and understanding whilst encouraging students to think critically and apply learning to real-life situations.

Every RESPECT lesson follows a consistent structure using centrally planned resources.

Lessons typically include:

- retrieval activities to revisit prior learning;
- explicit teaching of new knowledge;
- opportunities for discussion and reflection;

- application activities using scenarios or case studies;
- opportunities to consolidate learning through the accompanying student booklet.

This consistency supports students in developing secure knowledge whilst allowing teachers the flexibility to adapt activities to meet the needs of their classes.

Classroom Expectations

At the beginning of each academic year, teachers establish clear expectations for discussion within RESPECT lessons.

Students are expected to:

- listen respectfully to others;
- value different opinions;
- challenge ideas rather than individuals;
- use appropriate language;
- contribute positively to discussion;
- respect the privacy of others.

Teachers reinforce that students should not feel under pressure to share personal experiences during lessons.

Managing Questions

Students are encouraged to ask thoughtful questions throughout the curriculum.

Teachers respond honestly, factually and in an age-appropriate manner.

Where appropriate, staff may:

- answer questions individually;
- return to questions at a later point;
- seek further guidance before responding;
- signpost students towards appropriate sources of support.

Teachers maintain professional boundaries and ensure that all responses remain consistent with statutory guidance and school policy.

External Visitors

External agencies and visiting speakers may contribute to the RESPECT curriculum where their expertise enhances students' learning.

Visitors may include professionals from:

- healthcare;
- emergency services;
- safeguarding organisations;
- mental health services;
- careers education;

- charitable organisations.

External visitors complement the curriculum rather than replace it.

All sessions are planned in partnership with the Head of RESPECT and are delivered under the supervision of school staff, who remain responsible for safeguarding, behaviour and the quality of learning.

15. Assessment

Assessment within the RESPECT curriculum is formative and is designed to support students' learning rather than generate numerical attainment data.

The purpose of assessment is to:

- identify misconceptions;
- check students' understanding;
- inform future teaching;
- evaluate the effectiveness of the curriculum.

Students are assessed on their understanding of curriculum content rather than their personal beliefs, opinions or experiences.

Assessment Approaches

Teachers assess learning through a range of approaches including:

- retrieval practice;
- questioning;
- discussion;
- scenario-based activities;
- written reflection;
- case study responses;
- teacher observation.

These approaches enable teachers to monitor understanding whilst maintaining the open and supportive nature of RESPECT lessons.

Student Booklets

Each RESPECT lesson is accompanied by a centrally produced student booklet that supports the PowerPoint presentation and provides a structured record of learning.

Booklets include:

- retrieval activities;
- guided note-making;
- written tasks;
- scenario-based activities;
- reflection opportunities.

Completed booklets provide evidence of curriculum coverage and are used to inform curriculum evaluation and quality assurance.

16. Monitoring, Evaluation and Quality Assurance

John Kyrle High School is committed to ensuring that the RESPECT curriculum remains ambitious, relevant and responsive to the needs of students.

The curriculum is reviewed regularly to ensure that it continues to reflect statutory guidance, safeguarding priorities and the school's values.

The Head of RESPECT has strategic responsibility for leading the curriculum and monitoring its implementation across the school.

Monitoring activities include:

- lesson visits;
- learning walks;
- review of completed student booklets;
- student voice;
- staff feedback;
- curriculum audits;
- safeguarding reviews.

Findings are used to inform curriculum development, resource design and professional development.

The curriculum is formally reviewed each year to ensure that it:

- meets statutory requirements;
- reflects current safeguarding priorities;
- remains age appropriate;
- responds to student and parent feedback;
- continues to prepare students effectively for adult life.

17. Roles and Responsibilities

The successful implementation of the RESPECT curriculum is a shared responsibility involving leaders, teachers, students, parents and carers. All members of the school community play an important role in ensuring that students receive a high-quality programme of Personal Development.

Governing Board

The Governing Board is responsible for:

- ensuring that the school fulfils its statutory duties in relation to PSHE and RSHE;
- approving and reviewing this policy;
- ensuring that sufficient curriculum time and resources are allocated to the RESPECT curriculum;
- receiving updates on the implementation and impact of the curriculum;

- ensuring that the curriculum reflects statutory guidance and supports the school's safeguarding responsibilities.

Headteacher

The Headteacher has overall responsibility for ensuring that:

- statutory requirements are met;
- the curriculum is implemented effectively;
- sufficient curriculum time is allocated;
- appropriately trained staff deliver the curriculum;
- safeguarding remains central to curriculum delivery;
- the RESPECT curriculum contributes to the wider Personal Development offer of the school.

Assistant Headteacher (Curriculum)

The Assistant Headteacher (Curriculum) provides strategic oversight of the RESPECT curriculum and works alongside the Head of RESPECT to ensure that curriculum intent, implementation and impact remain aligned with the school's vision and priorities.

Head of RESPECT

The Head of RESPECT has strategic responsibility for leading the curriculum across Years 7–11.

Responsibilities include:

- designing and reviewing the curriculum;
- ensuring compliance with statutory guidance;
- producing centrally planned schemes of learning;
- creating lesson PowerPoint presentations and accompanying student booklets;
- monitoring curriculum delivery;
- quality assuring curriculum resources;
- coordinating curriculum development;
- supporting staff delivering RESPECT lessons;
- evaluating curriculum impact through quality assurance activities;
- reviewing curriculum content in response to safeguarding priorities, student voice and national developments.

Teachers Delivering RESPECT

Teachers delivering the curriculum are responsible for:

- delivering the centrally planned curriculum;
- creating a safe and respectful learning environment;
- adapting teaching appropriately to meet the needs of individual learners;
- encouraging respectful discussion;

- monitoring students' understanding;
- following the school's safeguarding procedures where concerns arise;
- contributing to curriculum evaluation through feedback and professional dialogue.

Teachers are encouraged to use their professional judgement when facilitating discussion whilst maintaining fidelity to the planned curriculum.

Designated Safeguarding Lead

The Designated Safeguarding Lead works closely with the Head of RESPECT to ensure that:

- safeguarding priorities are reflected within the curriculum;
- emerging issues are incorporated where appropriate;
- staff understand safeguarding procedures relating to curriculum delivery;
- students know how to access support if concerns arise.

SENDCo

The SENDCo supports curriculum delivery by:

- advising on appropriate adaptations for individual students;
- supporting staff to remove barriers to learning;
- ensuring students with additional needs can access the full RESPECT curriculum.

Students

Students are expected to:

- participate positively in lessons;
- contribute respectfully to discussion;
- treat others with kindness and respect;
- complete activities within their student booklet;
- ask questions appropriately;
- seek support from trusted adults where needed.

Parents and Carers

Parents and carers are children's first educators and play an important role in supporting learning beyond the classroom.

The school values this partnership and encourages parents and carers to:

- engage with curriculum information shared by the school;
- discuss learning at home where appropriate;
- attend consultation opportunities;
- contact the school if they have questions regarding the curriculum.

18. Working with Parents and Carers

John Kyrle High School believes that effective Relationships, Sex and Health Education is strengthened through positive partnership with parents and carers.

We recognise that families have an important role in supporting children's understanding of relationships, health and wellbeing and are committed to maintaining open and transparent communication about the RESPECT curriculum.

The school will:

- publish this policy on the school website;
- provide parents and carers with information about the curriculum;
- consult parents and carers when significant curriculum changes are proposed;
- explain the rationale underpinning curriculum content;
- provide opportunities for parents to ask questions and share feedback.

Where appropriate, curriculum overviews and supporting information will be shared to enable parents and carers to continue discussions at home.

The school welcomes constructive dialogue with parents and carers and seeks to work collaboratively to support students' personal development.

19. Right to Withdraw

Relationships Education and Health Education are statutory subjects and all students are expected to participate in these lessons.

Parents and carers **cannot** withdraw their child from:

- Relationships Education;
- Health Education;
- content delivered through the National Curriculum for Science.

Parents and carers may request that their child is withdrawn from some or all of the **non-statutory Sex Education** elements of the curriculum.

Requests should be made in writing to the Headteacher.

Before any decision is made, the Headteacher (or delegated senior leader) will meet with parents or carers to discuss:

- the curriculum content;
- the reasons for the request;
- the educational benefits of participation;
- any concerns that parents or carers may have.

The school will act in accordance with current statutory guidance.

In line with legislation, students may choose to receive Sex Education during the three terms before their sixteenth birthday, even where a parent has previously requested withdrawal.

Students who are withdrawn will undertake appropriate alternative educational activities during this time.

20. Staff Training

John Kyrle High School is committed to ensuring that all staff delivering RESPECT are appropriately trained and supported.

Professional development is coordinated by the Head of RESPECT and reflects:

- statutory updates;
- safeguarding developments;
- curriculum changes;
- educational research;
- staff development needs.

Training may include:

- curriculum briefings;
- safeguarding updates;
- guidance on managing sensitive discussions;
- adaptive teaching strategies;
- support with responding to student questions;
- external professional development where appropriate.

Staff confidence is reviewed regularly through curriculum monitoring and professional dialogue.

21. Policy Review

This policy will be reviewed annually by the Head of RESPECT and the Assistant Headteacher (Curriculum).

Earlier review may take place where:

- statutory guidance changes;
- safeguarding priorities change significantly;
- inspection findings identify areas for development;
- curriculum changes are introduced;
- significant feedback is received from students, parents, carers or staff.

The review process will consider:

- curriculum implementation;
- curriculum impact;
- safeguarding developments;
- student voice;
- parental feedback;
- staff feedback;

- quality assurance evidence.

22. Appendices

The following appendices provide supporting information that accompanies this policy.

Appendix A: RESPECT Curriculum Overview

A full year-by-year overview of the RESPECT curriculum, including lesson-by-lesson topic sequencing for Years 7–11, is available from the Head of RESPECT and is published alongside this policy on the school website.

Appendix B: Statutory Mapping

A detailed mapping of statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education requirements against the RESPECT curriculum, showing where each statutory theme is taught, is available from the Head of RESPECT and is published alongside this policy on the school website.

Appendix C: Parental Right to Withdraw – Request Form

Parents and carers wishing to withdraw their child from the non-statutory elements of Sex Education must submit their request in writing to the Headteacher, as set out in Section 19 of this policy. A request form is available from the school office or the Head of RESPECT.