Monday 21st September

Dear Parents and Carers,

At Duke's, we are committed to providing a high-quality Personal, Social, Health and Economic education (PSHEe) curriculum that helps our students develop the knowledge, skills and understanding they need to lead safe, healthy and fulfilling lives.

As part of our commitment to working in partnership with parents and carers, we are writing to share information about our PSHEe and Relationships, Sex and Health education (RSHe) curriculum for the 2026–27 academic year and to allow you to provide feedback.

Why do we teach PSHEe?

PSHEe plays an important role in preparing young people for the opportunities, responsibilities and challenges they will encounter both now and in adult life.

Through PSHEe, students develop their understanding of areas including:

- physical and mental health and wellbeing;
- healthy and respectful relationships;
- staying safe, including online;
- consent, boundaries and personal safety;
- relationships and sex education;
- drugs, alcohol and other risk-taking behaviours;
- financial awareness and economic wellbeing;
- careers and preparation for adult life.

We aim to ensure that students develop the knowledge, confidence and skills to make informed decisions, recognise risk, seek help when necessary and treat themselves and others with respect.

Relationships, Sex and Health education

Relationships and Sex education (RSE) is a statutory part of the curriculum for secondary-age pupils in England, and Health Education is compulsory in state-funded secondary schools. The Department for Education's revised statutory guidance came into effect on 1st September 2026.

Teaching is planned carefully so that content is appropriate to pupils' age and development, and schools are expected to take account of pupils' religious backgrounds and the circumstances of their school community.

Parents and carers cannot withdraw their child from Relationships education or Health education, or from content taught as part of the Science curriculum. Parents do, however, have the right to request withdrawal from some or all of the Sex Education taught as part of RSE. In secondary schools, such requests should normally be granted unless there are exceptional circumstances. From three terms before a pupil turns 16, the pupil may choose to receive Sex Education themselves.

Working with parents and carers

We recognise the important role that parents and carers play in their child's education. We therefore want you to understand what is taught through PSHEe and RSHE and to have an opportunity to share your views.

Our PSHEe curriculum overview and current RSE policy are available on the school website. These show the topics taught to each year group and how learning develops as students' progress through the school.

If you would like to:

- ask a question about the PSHEe or RSHE curriculum;
- discuss any aspect of the curriculum;
- view examples of the booklets, PowerPoints or other resources used with students; or
- provide feedback on our RSE provision,

please contact Mr Bawden, Assistant Principal in charge of Personal Development, at Samuel.Bawden@dukes.aldridgeeducation.org or Ms Tuptuk, Director of Humanities Faculty, at Nil.Tuptuk@dukes.aldridgeeducation.org.

We welcome feedback from parents and carers and ask that any comments on our 2026–27 provision are submitted by Friday 23rd October 2026. All feedback received will be considered as part of our ongoing review of PSHEe and RSE provision.

Thank you for your continued support in helping us prepare our students to stay safe and healthy and to develop the knowledge and skills they need for life beyond school.

Yours sincerely,

Mr Bawden
Assistant Principal

Ms Tuptuk
Director of Humanities Faculty

PSHEe Curriculum

What is PSHEe?

Personal, Social, Health and Economic education (PSHEe) helps students develop the knowledge, skills and qualities they need to thrive as individuals, as part of a family and as members of society. It supports students to stay healthy and safe, make informed decisions, build positive relationships and prepare for life and work.

Our approach at Duke's

Growing up brings opportunities as well as challenges. Through PSHEe, students explore mental health and wellbeing, relationships, personal safety, decision-making, online safety, economic wellbeing, careers and wider life in modern Britain. We aim to help students become confident, healthy and successful young adults who communicate positively, respect different viewpoints and know where to seek help.

PSHE education is organised around three broad themes: Health and Wellbeing; Relationships; and Living in the Wider World. Our curriculum also includes statutory Relationships, Sex and Health Education (RSHE), alongside economic wellbeing and careers education.

Where parents, carers and students can find further support

Students are encouraged to speak to a trusted adult in school or at home if something discussed in PSHEe raises a concern. Parents and carers can also contact several organisations in relation to issues raised based on the content covered:

Organisation/service	How it can help
PSHE Association	Information about PSHE education, including the national Programme of Study and guidance on what the subject covers.
NHS – Children and young people's mental health	Advice on where children, young people and families can seek mental health support, including speaking to a GP, school or local services.
Childline	Free, confidential support for children and young people about any worry. Telephone: 0800 1111.
CEOP Education / Report to CEOP	Information and reporting routes where there are concerns about online sexual abuse or exploitation.
Brook	Free and confidential information and advice for young people on relationships, sexual health and wellbeing.
FRANK	Information and advice about drugs and alcohol, including guidance specifically for parents and carers.
National Careers Service	Careers information, education and training options, and guidance for young people and their parents or carers.

Questions about the curriculum

If you have any questions about the PSHEe curriculum, or would like to see examples of the booklets, PowerPoints or other resources students use during lessons, please contact Mr Bawden, Assistant Principal responsible for Personal Development, at Samuel.Bawden@dukes.aldridgeeducation.org or Ms Tuptuk, Director of Humanities Faculty at Nil.Tuptuk@dukes.aldridgeeducation.org.

Curriculum at a glance

The tables below show the main area of learning planned for each half term. Examples aim to give parents and carers an indication of the content students may explore within that unit.

Year 7

Half term	Main area of learning	What students may explore
Autumn 1	**Transition and Emotional Wellbeing**	Starting secondary school, managing change and emotions, positive thinking, worries, stress and friendships.
Autumn 2	**Diversity, Prejudice and Bullying**	Identity, communities, bullying and cyberbullying, bystanders and upstanders, healthy and unhealthy relationships, and supporting others.
Spring 1	**Health and Puberty**	Physical and emotional changes during puberty, personal hygiene, menstruation, exercise, healthy diet, sleep and testicular torsion.
Spring 2	**Building Relationships and Family**	Mental health, self-esteem, body image, positive and unhealthy relationships, changing friendships, online friendships and an introduction to consent.
Summer 1	**Financial Decision Making and Risks**	Financial decision-making and understanding risk.
Summer 2	**Risks**	Learning focused on recognising and managing risk.

Year 8

Half term	Main area of learning	What students may explore
Autumn 1	**Discrimination, Belonging and Community**	British values, equality, the Equality Act, prejudice, stereotypes, discrimination, sexual bullying, religious and political discrimination, homophobia and disablism.
Autumn 2	**Digital Literacy / Media (Online World)**	Social media, use of personal data, checking images and information online, propaganda, online behaviour, digital resilience, online pressures and deepfakes.
Spring 1	**Peer Influence and Gangs**	Peer influence, grooming and exploitation, escalating situations, seeking support, pressure to commit crime, serious and organised crime and knife crime.
Spring 2	**Relationships, Endings and Loss**	Different relationships, friendships, relationship endings, divorce and separation, loss, bereavement and supporting others through grief.
Summer 1	**Risky Behaviours and Wellbeing**	Attitudes to drugs, drugs and the law, alcohol, tobacco, caffeine, managing influences, habits and addiction.
Summer 2	**Careers and Financial Considerations**	Careers education, future choices and financial considerations.

Year 9

Half term	Main area of learning	What students may explore
Autumn 1	**Britain and Politics**	Parliament and government, elections, political parties, political systems, representation and how the UK is governed.
Autumn 2	**Identity and Relationships**	Healthy relationships, boundaries, commitment, relationship diversity, sexual orientation and equality law, consent, sexual images, domestic abuse and forced marriage.
Spring 1	**Achieving Goals and Employability**	Achieving goals and developing understanding of employability.
Spring 2	**Emotional Wellbeing**	Attitudes to mental health, unhealthy and healthy coping strategies, pressures on wellbeing, digital resilience, online misogyny and promoting emotional wellbeing.
Summer 1	**Intimate Relationships**	Relationship expectations, consent, respectful behaviour, readiness, sexually transmitted infections, contraception and relationship endings.
Summer 2	**Online Harm**	Understanding online harm and how to recognise, manage and respond to risks online.

Year 10

Half term	Main area of learning	What students may explore
Autumn 1	**The Legal System of Great Britain**	Delivered during registration time. Students learn about law and justice, civil and criminal law, the judicial process, punishment, prisons and how the justice system applies to young people.
Autumn 2	**Financial Decision Making and Work**	Delivered during registration time. Students learn about managing money, budgeting and saving, financial risks, influences on spending, employment and their rights and responsibilities at work.
Spring 1	**Mental Health and Self-Confidence**	Delivered during timetabled lessons. Students learn about challenges, negative thinking patterns, emotional wellbeing, media influences, social comparison and strategies for improving wellbeing.
Spring 2	**Healthy Relationships**	Delivered during timetabled lessons. Students learn about healthy and unhealthy relationship behaviours, sexualised media, coercion, conflict, abuse and unwanted attention.
Summer 1	**Community Cohesion**	Delivered during registration time. Students learn about British Values, diversity, extremism, radicalisation and the influences that can contribute to extremist beliefs and behaviour.
Summer 2	**Exploring Influence and External Risks**	Delivered during timetabled lessons. Students learn about substance use, assessing risk, managing influences and pressure, and the possible consequences of risky choices.

Year 11

Half term	Main area of learning	What students may explore
Autumn 1	**Families and Relationships**	Delivered during timetabled lessons. Students learn about family conflict, de-escalation, long-term commitment, marriage and the law, parenting, fertility, pregnancy and reproductive choices.
Autumn 2	**Next Steps, KS5 Transition and Careers**	Delivered during registration time. Students learn about their next steps after Year 11, including education, training and career pathways, employability and preparing for greater independence.
Spring 1	**External Pressures**	Delivered during timetabled lessons. Students learn about living independently, online pressures, consent and the law, communication, unwanted behaviour, abuse, power and exploitation.
Spring 2	**Lifelong Wellbeing**	Delivered during registration time. Students learn how to recognise and manage stress, improve lifestyle and wellbeing, manage negative influences, understand change and grief, value sleep and cope with exam stress.