

# Middlesborough Health and Wellbeing Network Autumn 2025

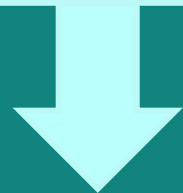
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PSHE Association



# The PSHE Association

- Membership organisation and community
- Support, training and advice
- Partnerships with government, public bodies, civil society, local authorities and Multi-Academy Trusts



**High quality PSHE education  
provision for all pupils**

# New RSHE guidance

- Launched on 15<sup>th</sup> July 2025
- Replaces and updates the existing 2019 RSHE guidance
- Must be implemented by 1<sup>st</sup> September 2026

“We congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.”



## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

# What are the changes?



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, and teachers

July 2025

A new series of 'Guiding principles for relationships, sex and health education':

- a) Engagement with pupils
- b) Engagement and transparency with parents
- c) Positivity
- d) Careful sequencing
- e) Relevant and responsive
- f) Skilled delivery of participative education
- g) Whole school approach

# Primary Relationships content

- Managing difficult feelings in the context of
- Greater focus on skills to manage relationships
- Greater focus on online risks and inappropriate content
- Protections on social media, including age requirements and location settings
- Seeking help if concerned about violence or harm, or unsure who to trust
- **Optional:** to teach about the pressure to share nude images or online sexual content

# New Health content

- Managing change and loss, including bereavement
- Scams, fraud and video game monetisation
- Medial literacy e.g. taking a critical approach to online content
- Personal safety including recognising hazards, fire safety and travel safety e.g. water, road, rail
- Facts and risks associated with vaping
- Correct names for body parts including penis, vulva, vagina, testicles, scrotum, nipples.

# Primary: What about sex education?

Sex education is not compulsory in primary schools, but **we recommend that primaries teach sex education in years 5 and/or 6**, in line with content about conception and birth, which forms part of the national curriculum for science.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include **offering parents support in talking to their children about sex education** and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.



# Secondary

## New RSE content

- Sexual ethics; a more sophisticated way of exploring consent inc. power dynamics
- Greater focus on pornography, inc. depictions of strangulation
- Misogyny and incel culture
- AI chatbots, images and deepfakes
- Online financial harms inc. scams and sextortion
- FGM, virginity testing or hymenoplasty
- HIV prevention drugs

## New Health content

- Online misinformation and conspiracy theories
- Vaping, including illicit vapes
- Personal safety relating to drink spiking and methanol poisoning
- Accessing healthcare services
- Gillick competence and medical consent
- Personal safety, including travel safety, violence prevention and knife crime
- Menstrual and gynaecological health
- **Optional:** to include teaching on self-harm, eating disorders and suicide prevention

# What remains the same?



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, and teachers

July 2025

- Much of the content around families, caring friendships and being safe remains similar, with some minor changes to wording and approaches in other areas
- Many aspects of health education also remain, including first aid, healthy eating and physical health and fitness
- The right to withdraw remains consistent
- Continues to recommend expectations about assessment, subject leadership and cross curricular opportunities

# Where to begin?

## Step 1: Audit your existing curriculum content

- Rate your coverage of each aspect of the new statutory content
- Consider any cross-curricular links e.g. Science, PE or Computing
- Identify new areas to plan or adapt to meet requirements

### RSHE Curriculum audit

Statutory Relationships & Sex Education (RSE) and Health Education — Secondary (2025 guidance)

The Curriculum Audit for statutory RSE and Health education allows you to identify the extent to which your current PSHE education programme covers the statutory relationships, sex and health education content in statutory guidance contains far more information on require safeguarding and inclusion. It is therefore important to fam

Whilst the DfE statutory guidance sets out what schools mu See our **Curriculum audits for the Programme of Study** vital learning on economic wellbeing, careers , media litera opportunities and challenges they face now and in the futur

| RSHE Curriculum Audit — Statutory Guidance for RSE (Secondary) |                                                                                                                                                                                                                                                                                                                                                   |                                      |      |                        |       |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|------------------------|-------|
| Topic                                                          | Curriculum content                                                                                                                                                                                                                                                                                                                                | RAG rating<br>select red/amber/green | Date | Cross curricular links | Notes |
| Families                                                       | 1. That there are different types of committed, stable relationships.                                                                                                                                                                                                                                                                             |                                      |      |                        |       |
|                                                                | 2. How these relationships might contribute to wellbeing, and their importance for bringing up children.                                                                                                                                                                                                                                          |                                      |      |                        |       |
|                                                                | 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony |                                      |      |                        |       |

# Where to begin?

## Step 2: Gather pupil and parent voice

- Use surveys, pupil voice lesson plans or focus groups to get pupils' opinions on the current curriculum and new content.
- Decide how to best engage parents, potentially using newsletters, information evenings or a parent portal.
- Use responses from these engagement activities to update your curriculum plan, remembering that parents cannot veto curriculum content.

Lesson plan

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### Gathering pupils' view

KS2: Having your say on PSHE education

Lesson plan

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### Gathering students' view

KS3-4: Having your say on PSHE education

#### PUPIL QUESTIONNAIRE ON PSHE EDUCATION Key stage 2

We would like to know how you feel about your PSHE education. Please help us by filling in this questionnaire.

|                                                  |   |   |   |   |
|--------------------------------------------------|---|---|---|---|
| 1. Which year are you in?<br>Please tick one box | 3 | 4 | 5 | 6 |
|                                                  |   |   |   |   |

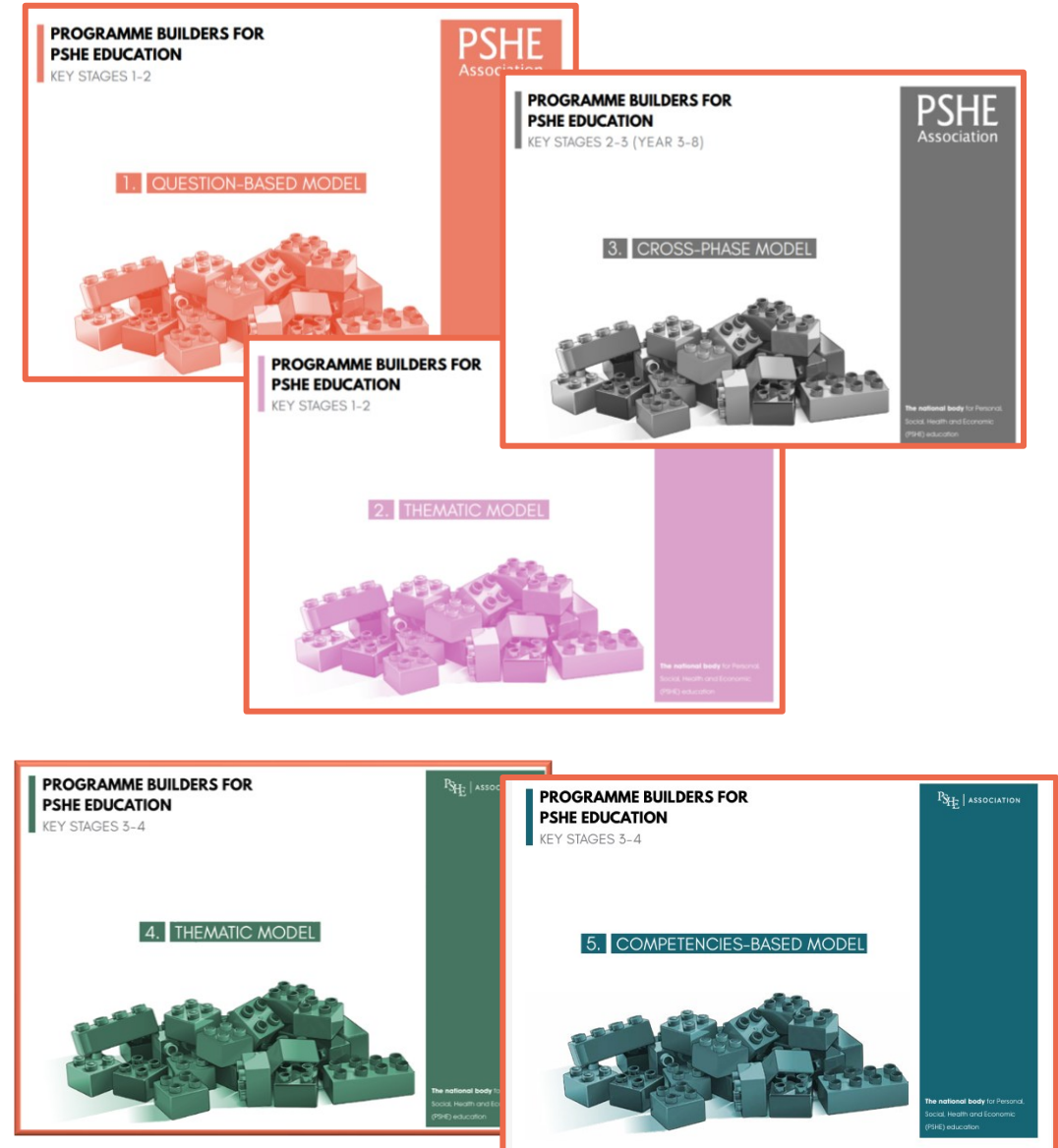
2. Please tick a box on each line to show how much you agree or disagree with each statement:

| Views on RSE and PSHE education         | Strongly agree | Agree | Disagree | Strongly disagree |
|-----------------------------------------|----------------|-------|----------|-------------------|
| I enjoy our PSHE education lessons      |                |       |          |                   |
| I learn a lot in PSHE education lessons |                |       |          |                   |

# Where to begin?

## Step 3: Develop your new curriculum plan

- Prioritise the topics that are most important to your school community.
- Decide what topics to put in each half term and for each year group to create a curriculum plan for the year.
- Ensure a spiral approach, where topics can be revisited and embedded across year groups.



# Where to begin?

## Step 4: Plan new lessons to respond to emerging needs

### PSHE education lesson plans

Teach safe and effective PSHE on a range of topics with quality assured lesson plans from the official body for PSHE education. We aim for full PSHE education curriculum coverage, including all aspects of statutory RSHE as well as financial and careers education.



I'm looking for...

Primary (KS1-2) lesson plans



I'm looking for...

Secondary (KS3-5) lesson plans



I want to...

Plan my curriculum

Explore lesson plans by topic

### PSHE education lesson planning prompts

Use this to help you plan effective PSHE education lessons that include all elements of best practice.

Reveal more by clicking the boxes

1. Identify the learning objective(s) and intended learning outcomes

2. Plan a baseline assessment activity to establish pupils' starting point

4. Incorporate Assessment for Learning and opportunities for pupils to reflect on what the learning means for their own lives

5. Plan an endpoint assessment activity that allows pupils to demonstrate progress

3. Plan activities that will allow pupils to achieve the intended outcomes

6. Signpost pupils to appropriate sources of support

\*Remember to refer to established ground rules and ways for pupils to ask questions at the start of the lesson plan (anonymously if preferred). See [Handling complex issues and creating a safe learning environment for further support](#).

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# Curriculum planning for pupils with SEND

1. Self-Awareness
2. Self-Care, Support and Safety
3. Managing Feelings
4. Changing and Growing
5. Healthy Lifestyles
6. The World I Live In

PSHE EDUCATION PLANNING FRAMEWORK  
FOR PUPILS WITH SEND  
KEY STAGES 1-4



|                                                                                  |                                                         |                                                           |                                                                         |                                                                        |                                                                            |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <p>Encountering</p> <p><i>(effective engagement in the learning process)</i></p> | <p>Foundation</p> <p><i>(underpinning learning)</i></p> | <p>Core</p> <p><i>(fundamental learning elements)</i></p> | <p>Development</p> <p><i>(increasing understanding of learning)</i></p> | <p>Enrichment</p> <p><i>(deepening of application of learning)</i></p> | <p>Enhancement</p> <p><i>(applying learning in different contexts)</i></p> |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------|



## Sharing images

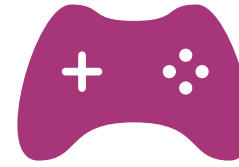
What is our starting point?

**Sami likes to share photos with their friends.**

1. What sort of photos do you think Sami might share?
2. How might they share them?
3. How might they feel about sharing and receiving photos?
4. What are the risks of sharing photos?
5. Are there any rules that the friends could have about the photos they share?



Naming body parts  
inc. genitalia

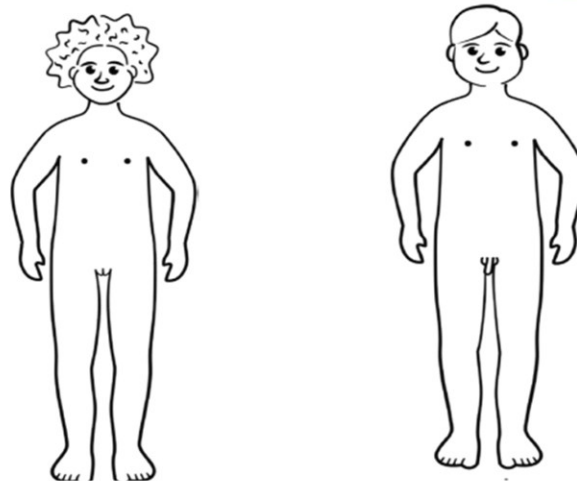


## Scams, fraud and gaming monetisation



2 | Resources - PANTS Power

Resource 2: Body outline



Resource 1: Talking heads

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I went onto a clothes website once, and they got me to put in my email address to get a discount. Now I get emails all the time telling me about the newest clothes, and it makes me want to buy more. I see adverts for the same clothes shop when I'm on different websites too. Sometimes I buy the clothes and I really like them, but every now and then, when the clothes arrive, they don't really suit me.

I play games online against my friends – we're in a league. But even though the game was expensive, you have to spend more to do well. My friends were telling me that I was always losing, and I was getting frustrated at playing the same level over and over. I spent lots of money to get the best equipment to get a pass to the next level. Now I'm winning and can show off to them because they're behind in the game.





## Change, loss and bereavement

KS2

### Scenario 1



Jemal and his family moved to the UK recently, leaving their house and some of their family and friends behind. Jemal just started at his new school. The teachers and pupils are all nice to him, but everything is very different and Jemal doesn't know how to act. He used to be loud and make lots of jokes with his friends, but now he stays quiet in lessons and doesn't sit with anyone at break time. He feels very alone.

What might they be grieving for?

How are they behaving?

How might they be feeling now?

How might they feel in a year's time?

What could they do to help manage their feelings?



## Vaping

Mich sees an advert online of their favourite gamer promoting vapes. A new vape shop has opened nearby too. Mich has heard that vaping is much safer than cigarettes. Mich sees an advert for vaping on their way to work and thinks they will try vaping too.



Think about the reasons why they are being encouraged to try it

Get cross, shout, criticise or insult the other person/people involved

Walk away / leave the situation

Give a reason for not wanting to use the drug

Suggest doing something else instead

Talk to/text a helpline

Talk to a trusted adult

Something else?



# Foundations for Wellbeing



### My amazing brain!

- Prefrontal cortex (PFC)** Helps us to focus, solve problems and think carefully. It also helps us to manage strong feelings and emotions.
- Insula** Helps us to notice how our body feels and how emotions feel in the body.
- Anterior cingulate cortex (ACC)** Helps us to monitor our thoughts, feelings and actions. It also helps us to ignore distractions.
- Ventral striatum (VS)** Helps us to notice, enjoy and do things that make us feel happy.
- Amygdala** When we feel scared, worried or in danger, the amygdala acts like an alarm ringing a warning.
- Hippocampus** Helps us to learn and remember things, including how to manage our emotions.

Different parts of the brain work together, like a team!

Foundations for Wellbeing

### A day at the park

What emotions might each character be experiencing? What are the clues? For example, what thoughts or feelings (including feelings in the body) might each character have?

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### Feelings rollercoaster

With your partner, think of some feelings that David might have on his walk and write them on post-it notes.

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### Changing habits

|                    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| <b>amygdala</b>    | More active when someone has negative thoughts.                                 |
| <b>PFC</b>         | Helps someone to redirect their attention to more positive or neutral thoughts. |
| <b>VS</b>          | Active when someone has positive thoughts, feelings or experiences.             |
| <b>hippocampus</b> | Helps someone remember the strategies.                                          |

**All this helps the brain to change – brain plasticity!**

### Resource 1 Feelings cards

|  |  |       |         |
|--|--|-------|---------|
|  |  | angry | excited |
|  |  | happy | relaxed |
|  |  | sad   | scared  |

### Our strategies for managing unhelpful thoughts and worries

**Watching thoughts**  
Imagining unhelpful thoughts and worries as balloons or as leaves on a stream, letting them go and watching them float away, or imagining them as pop-up adverts that we can notice but then choose to close.

**Noticing and naming our emotions**  
Naming, describing or writing about emotions.

**Focusing on positive things**  
Thinking hard about things that we like or happy memories.

**Reappraisal**  
Thinking differently about the situation – looking at something from a different, more helpful angle.

**Sensory focus**  
Doing something that uses our senses and is enjoyable, like drawing, dancing or listening to music.

Foundations for Wellbeing

### Noticing feelings

The brain helps us to notice how we are feeling.

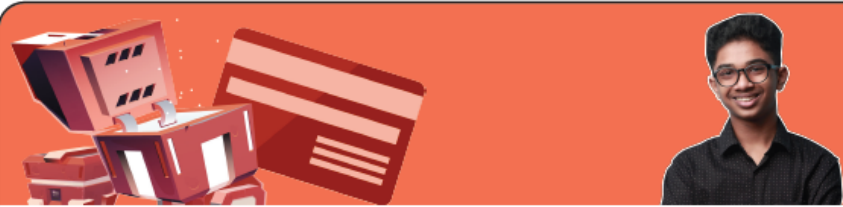
Feelings can be felt differently in the body for different people.





## Online financial exploitation

KS4

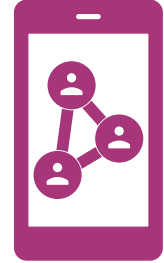


Rohaam started buying loot boxes for games when he was 12, using his parents' bank card. He wanted to win an exclusive skin or power-boost.

When he was 14, he used his own card with pocket money but spent it faster than he meant to.

A few years later, Rohaan started playing online games where he bet money with the chance of winning more than he spent. Sometimes he won and found it exciting. Other times he lost and felt like he'd wasted his money.

Rohaam started following influencers online who talked about getting rich gambling.



## The manosphere and incel culture



## Violence against women and girls

### Scenario 3

Isla and her group of girl friends have been out late-night shopping. They get on the night bus going home, which is really empty. They are sitting upstairs chatting when a guy gets on and sits right beside them all. He is staring at them, and after a few minutes, they realise he is touching himself. They are all feeling horrified and intimidated.

### Scenario 4

Ivan has heard rumours that one of his friends Leo, is a bit creepy and handsy with girls. Whenever the friendship group hangs out, Ivan notices the girls avoid getting close to Leo, and when he's drunk, he grabs hold of them on the dance floor. Most of the other guys laugh it off and think Leo is a chancer. One night, their friend Sofia is crying and leaves early. Leo tells Ivan he is going after her to see if he can cheer her up because it's always easier to get a girl into bed when she's upset.

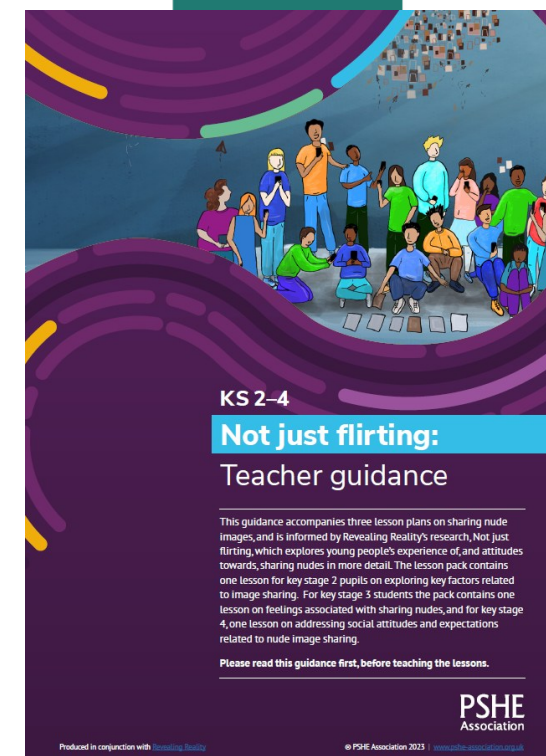
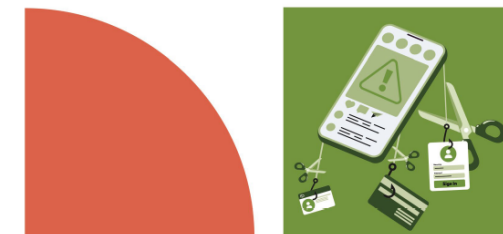


## Sexual ethics beyond consent

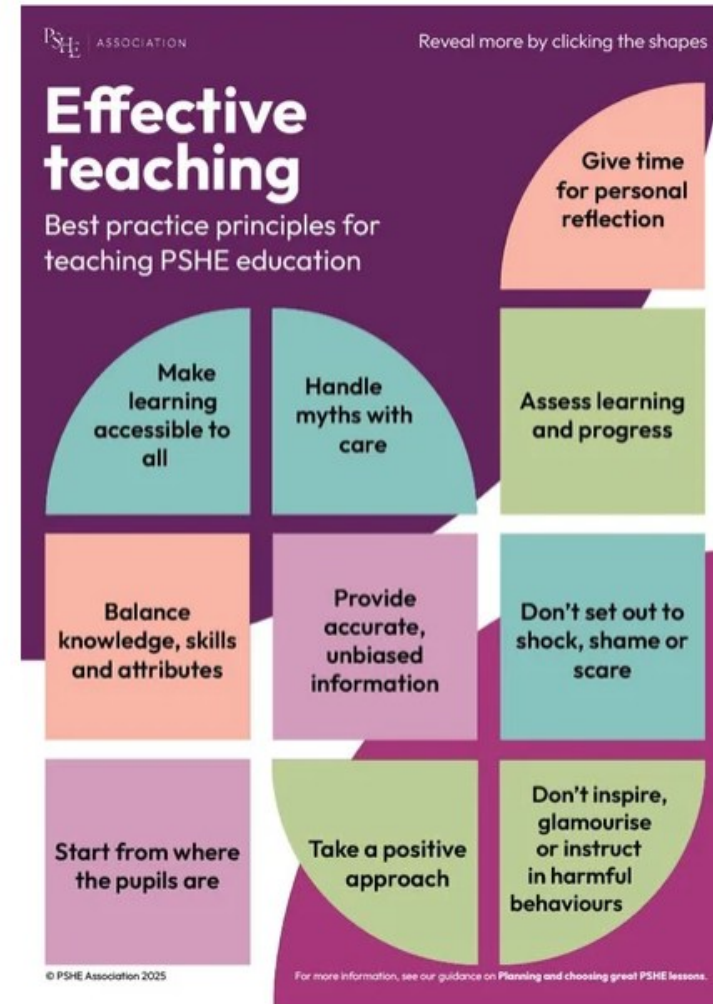


## Online financial harms

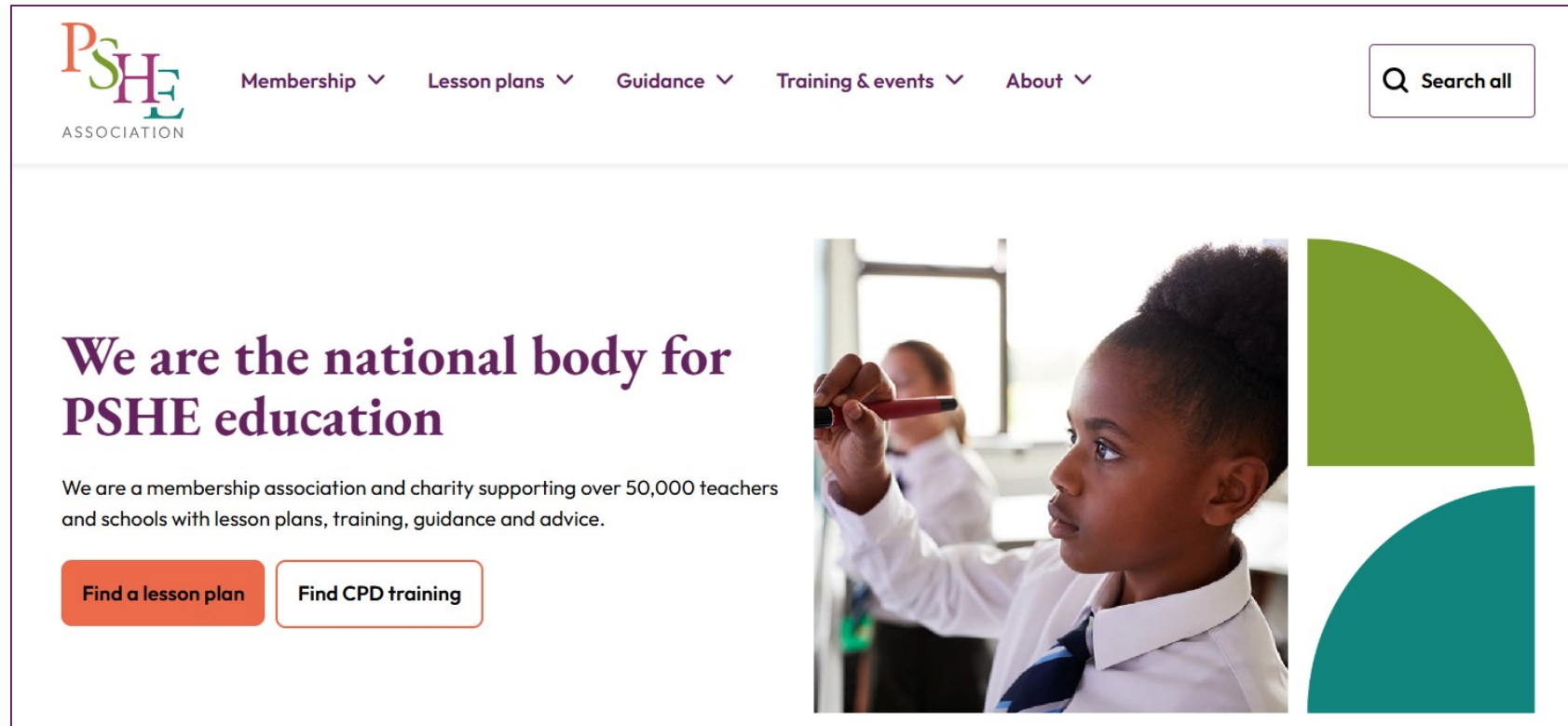
KS3, lesson 1: Click and pay: Phones and financial risks



# Safe and effective practice



# We're here to help



Guidance and  
research

Policy writing

Pupil voice

Long and medium-  
term planning

Lesson plans

CPD



PSHE ASSOCIATION

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- Build confidence and practical skills across all areas of teaching and leading the subject.
- Easily track staff training progress and embed a joined-up approach to PSHE across your whole school.
- Stay at the forefront of PSHE education, ready to tackle new and emerging issues as they arise.

**Training you can trust for you and your team, from the official subject association for PSHE education.**



# Questions

# Thank you for being here today!



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