Cornwallis Academy
Ambitions for All

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Parent Council

Parent Council Meeting

Wednesday 17th June 2026

School updates

- A decision has been made to move to a two-week timetable from September. Communication will be shared with the wider school community shortly.
- The current one-week timetable has proven to be restrictive. The new two-week model will provide greater flexibility in curriculum planning and lesson delivery.
- A new Sixth Form leadership structure will be introduced:
  Head of Lower Sixth: Mr Smith
  Head of Upper Sixth: Mr Errey
  Student Support Manager: Mrs O'Brien will continue to provide pastoral support for Sixth Form students.

PSHE provision

- PSHE is delivered by specialist teachers using a high-quality, evidence-informed curriculum. Core resources are provided by Cr8tive and are supplemented with materials from the PSHE Association, Brook (Relationships and Sex Education), Pol-Ed (Safeguarding and Police Education), and both the British Red Cross and St John Ambulance for first aid education.
- From the next academic year, PSHE will have its own dedicated timetabled lesson. Students will no longer be withdrawn from Maths, English or Science lessons to attend PSHE.
- A termly PSHE Bulletin is available on the school website, outlining topics covered in both PSHE lessons and form time, together with resources and links to help parents support learning at home.
- A poster summarising the new statutory PSHE requirements is being developed and will be published on the school website to provide parents with a clear overview of curriculum expectations.
- The completed PSHE curriculum plan for next year will also be uploaded to the website, alongside additional information about the curriculum and statutory guidance. It is also included within the presentation shared during the meeting.

New curriculum content: In response to the topics raised, the updated PSHE curriculum includes three new units focusing on:

1. Masculinity
2. Misogyny
3. Respecting women

Violence Against Women and Girls:

- These new units reflect the increasing national focus on violence against women and girls.
- This year, students attended an assembly on Violence against woman and girls, which will be repeated next year.
- The assembly will be linked to curriculum content covering domestic abuse, sexual harassment, and sexual abuse.

Male mental health:

- Every year group studies a unit on mental and physical health.
- Within these units, dedicated time is given to discussing male mental health, using current UK statistics to highlight the increased risk of suicide among boys and men.
- Students explore how to recognise when someone may be struggling and how to access appropriate support.
- The new lesson, **"What It Means to Be a Man,"** complements this by exploring the social and internal pressures experienced by men and boys.

LGBTQ+ inclusion:

- In line with the updated statutory guidance, LGBTQ+ content is integrated throughout relationships and sex education rather than being taught as standalone lessons.
- Discussions about healthy relationships will include a range of relationship types.
- Teaching materials and scenarios will reflect diverse relationships.
- Students will consider relevant statistics relating to both LGBTQ+ and heterosexual communities.
- Contraception and sexual health education will be inclusive of all types of intimate relationships.

PSHE KS3/4 2026-27

Curriculum Map Outline

TERM:	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
One	**Managing Change** Transition, Community, Self-confidence, Careers and Sleep	**Staying safe and building respect** Loneliness, banter, peer pressure and risk taking, personal safety, sexism	**Equality and diversity explored** Equality act 2010, gender equality, LGBTQ+ rights around the world, ableism and removing the barriers	**Healthy bodies and healthy futures** What is a GP and role of a local doctor and pharmacist? Healthcare system, antimicrobial resistance, menstrual and gynaecological health, pregnancy and unhealthy weight gain.	**Justice, ethics and modern society** What is justice? Digital resilience, grime music and violence, moral and ethical decisions, debating, abortion laws and sex trafficking
Two	**Puberty and Body Development** Introduction to puberty, Personal hygiene, Dental health and growing up	**Physical health and mental wellbeing** Health and wellbeing, mental health, positive body image, child abuse, types of bullying, health eating and stress management	**Body confidence** Self-esteem, Bullying in all its forms, grief and loss, media and airbrushing and cancer prevention.	**Healthy minds and safe choices** Child sexual abuse, screen time masculinity and misogyny, basic first aid, self-harm, suicidal thoughts and feelings and promoting positive wellbeing	**Adult health and looking after yourself** Organ and blood donation, teenage pregnancy, mental health, parenthood, cancer screening and love and abuse.
Three	**Friends, respect and relationships** Consent and Boundaries, Respect and relationships. Online relationships, Pressure and influences	**Identity, relationships and sex education** Relationships and sex ed, healthy and respectful relationships, love, dealing with conflict, intro to contraception and sexual orientation	**Sex and the law** Sexual consent and the law, FGM, relationships and partners, domestic abuse and violence, why have sex? Delaying sexual activity, stalking and harassment and stalking	**Exploring relationships and sex education** Pleasure and delaying sexual activity, sexting nudes and penis pics, online pornography, unhealthy relationships and sexual assault and sexualisation in the media	**Stay safe, Stay smart** Social media vs real life, screen addiction, online misinformation, targeted information, cyber flashing, unsolicited images and upskirting
Four	**Staying safe online** Criminal behaviour, Gaming, gambling and addiction, Risk taking behaviour, Smoking, vaping and energy drinks	**Dangerous society online and offline** County lines, Substance misuse, Cyberbullying, online grooming, child exploitation and online protection	**Legal and illegal drugs** What is a drug? Addiction, Cannabis products, Drug classifications, volatile substance abuse	**Violence, crimes and seeking safety** Honour based violence, forced marriages and breast ironing, online gaming and gambling, social media validation, modern day slavery, knife crime	**Staying safe** Virtual reality and live streaming, online reputations, group chats, vaping, psychoactive substance
Five	**Money media and modern society** Taxes, Advertising, Responsible citizen, Deepfakes in politics and financial scams	**Digital worlds and emerging dangers** Deepfakes, Bullying, AI generated sexual imagery, AI and chat bots, algorithms and illegal online behaviours.	**Contraception and STI's** What are STI's? Contraception, HIV and AIDS	**Relationships, respect and modern challenges** Dangers of virginity testing, sextortion, positive male role models and incel's, marriage, cohabitation, civil partnerships, financial abuse and ending relationships	
Six	**Law, crime and society** Building a community, Criminal, laws and society, Prisons, reform and punishment	**Celebrating Differences** Identity, Multicultural Britain, Stereotypes, Prejudice, Discrimination and Kindness	**Combatting extremism and terrorism** Conspiracy theories, extremism, terrorism, war and conflict, radicalisation, counter terrorism and antisemitism.	**Exploring British values** Critical thinking, fake news, hate crime in the UK and British values	

Post 16/Sixth Form Provision

Thank you to the council for sending over their own individualized feedback regarding our SF provision. There are still discussions surrounding our current model and how to improve it for the future. Some points to consider:

- GCSE outcomes are currently stronger, on average, than A-Level outcomes.
- Coursework-based qualifications generally achieve stronger results.
- There remain questions regarding the suitability of some students for certain Level 3 courses.
- Approximately 40–50% of Year 11 students currently remain at the school for Sixth Form.
- Some barriers continue to affect students from NLL progressing into the school's Sixth Form.

Some suggested ideas to explore are:

- Try to broaden the curriculum offer, e.g. performing arts
- Try to create a pathway for those students who don't make Level 3 courses
- To explore agricultural, electrical and apprenticeship pathways
- Start conversations much earlier with students and families about sixth form
- To review the current dress code for sixth form – could this be a barrier? E.g. cost, freedom of expression

Parent feedback:

- Could there be a PSHE newsletter home to parents sharing/outlining curriculum plan for term/year? Or add a section to the current parent memo which goes home weekly? This could also have signposting links for support
- Could there be a PSHE section created on the school's website outlining all strands of what is being covered by year group?
- School uniform; could we look at the robustness of the clip-on ties? These seem to be breaking quite often