



## RSE and PSHE Policy (Trust including EYFS)

Author / Role	Prep Deputy Head Pastoral; Senior Assistant Head: Pupil Welfare, Head of PSHE
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Regulatory References	<ul style="list-style-type: none"> <li>The Relationships, Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1 September 2020.</li> <li>The Equality Act 2010 and The Equality Act 2010: Advice for Schools.</li> </ul>
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Equality, Diversity and Inclusion Check for new/updated Policy completed by (committee/date):

### Documentation Distribution

*Please delete as applicable*

All staff / volunteers	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	N
ISI requirement to be on School website	N
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use Only (state recipients)	

***This policy is considered a 'live' document and will be updated as statutory guidance is released***

**Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

## Vision, Mission and Values

### Our Vision

Where every child finds joy in their pursuit of brilliance

### Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

### Our Values

#### Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

#### Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

#### Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

#### Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

## Policy Principles/Aims:

This policy covers Bede's approach to RSE (Relationships and Sex) and PSHE (Personal, Social, Health, Economic) education.

The aims are:

- to enable our students to better understand the nature of relationships
- to help students develop feelings of self-respect, confidence and empathy
- to create a positive culture around issues of sexuality and relationships
- to enable students to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- to prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- to know about the risks of being online and how to stay safe from exploitation
- to support all young people for life in modern Britain.

At Bede's we are mindful of the significance of the role of the Trust, in the personal and social development of our pupils. PSHE is central to our core values and safeguarding.

We define Personal, Social, Health and Economic (PSHE) education to support pupils to develop knowledge, skills and attributes needed to stay healthy, safe and prepare them for life and work in the modern world. PSHE education helps

pupils to achieve their academic potential and equips them with skills they will need in the future. We consider 'Health and Wellbeing' to include physical, sexual and mental health.

We define 'relationships and sex education' as the knowledge, skills and behaviours that enable pupils to have the confidence to be themselves, to respect others and to develop successful relationships both now and in their future lives.

### Related Policies:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy
- Equality, Diversity & Inclusion Policy
- E-Safety Policy
- Prevent Risk Assessment
- MyConcern Protocol for day to day use
- Observation of Religious, Dietary, Language or Cultural Needs
- Safeguarding Policy
- Special Educational Needs Policy
- Visitors' Policy

### Legislation

This policy has regard to:

- I. The Relationships, Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1 September 2020. These make relationships and sex education compulsory as follows:
  - a) Relationships education – for pupils receiving primary education (essentially age 5 to the end of Year 6). There is no parental right to withdraw pupils from content under the national curriculum.\*
  - b) Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils.\*

*\* See Consultation with Parents Section below for more information.*
- II. The Equality Act 2010 and The Equality Act 2010: Advice for Schools.

In the Trust:

- every registered pupil from the age of 5, is provided with relationships education.
- every pupil from Year 7 is provided with relationships and sex education, except in so far as the pupil is excused as further explained in the Consultation with Parents Section below.
- in making arrangements for the purposes of paragraphs (a), (b) or (c) {see the two bullet points above}, has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

### Equality, Diversity and Inclusivity

We ensure PSHE and RSE is inclusive and meets the needs of all of our pupils. Our PSHE Curriculum encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

The protected characteristics are referenced in the curriculum documentation.

We promote the needs and interests of all pupils, irrespective of gender, sexual orientation, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, religious and cultural backgrounds of children, and those with English as a second language or SEND, to ensure that all can fully access PSHE education provision. The policy, plans and schemes of works relating to the PSHE curriculum, takes account of (amongst other things) the ages of pupils and their learning abilities in order to deliver the curriculum appropriately. If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, lesson content, assemblies or workshops will be delivered to help pupils understand the issues, and ensure they respect all those with those characteristics.

The Trust promotes diversity and inclusion and will consider all pupils' needs through our school ethos, and proactively via our staff and pupil Inclusion Hubs. We ensure PSHE and RSE fosters equality, diversity and inclusion by ensuring lesson resources include a variety of language, scenarios and imagery. We expect our pupils to consider others' needs by being kind and respectful. We will use PSHE education as a way to address diversity issues and to ensure equality for all by linking with national and global cultural events. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiation and guided support where necessary, in collaboration with the Director of Learning Enhancement.

### **How has the policy been produced, reviewed and refer to in consultation with parents**

In the Trust, PSHE and RSE is led by:

- Prep School - Deputy Head Pastoral
- Senior School - Head of PSHE and Assistant Head - Pupil Wellbeing

This policy was produced by the above through consultation and input from staff, parents and pupils. It is reviewed annually and signed off by the Executive Committee. The PSHE and RSE provision is developed through consultation with all stakeholders, and invites feedback from teaching staff, parents and pupils to inform and improve our practice.

In the Prep School PSHE and RSE is taught by form tutors once per week. Years 3-8 receive specialist input from guest speakers through drop down days scheduled in the academic year. All staff delivering PSHE and RSE receive tailored CPD to support their subject knowledge. Pupils knowledge on political and social issues are further enhanced through the delivery of the Votes For Schools programme, whereby pupils are encouraged to discuss and debate topical issues as part of their weekly programme.

In the Senior School, PSHE and RSE is taught by designated teaching staff/tutors, based on levels of confidence, and is taught once a week.

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PSHE is also delivered across various areas of the school including tutor time, in department lessons, assemblies, workshops, chapel, in the School Medical Centre and sign-posting to online resources. It is supported by a planned, structured curriculum which is differentiated by year group.

Across the Trust, teaching staff will receive PSHE and RSE training via the staff hub and through the Professional Development program, in order to fully support pupils with PSHE. PSHE will be monitored and evaluated by the Prep School Deputy Head Pastoral, Senior School Head of PSHE through consultation with the Headmaster and governors.

### Consultation with Parents

The Trust believes in the importance of partnership and collaboration between home and school, therefore we encourage families to discuss relationships and sex education with their children at home. This is an opportunity to share family values in relation to PSHE and RSE topics, building important channels of communication about emotions, the human body and relationships with young people, both now and in the future.

As a Trust we consult parents by:

- sharing a draft copy of the PSHE and RSE policy\* via our school website
- inviting parents to share their thoughts and feedback on the policy
- following the consultation period, a published copy of the policy is shared via our school website and parent portal
- sharing Trust wide PSHE and RSE curriculum documentation\* and examples of resources on our school website
- inviting parents to attend an annual information evening held at both the Prep and Senior School
- updating parents/guardians via the Newsletter on any PSHE related events
- share our questions on how to 'Continue Conversations at Home' on the PSHE curriculum on the school website.
- inviting parents to be part of the Prep PSHE and RSE steering group.

\*Hard copies of the policy and curriculum documentation are available on request.

Relationships Education, RSE and Health Education complement several national curriculum subjects. As a Trust, we look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

Under the Department of Education's Statutory guidance on RSE, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If parents request that a pupil is wholly or partly excused from sex education provided as part of RSE, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused. Parents who wish to withdraw their child from some or all of RSE lessons should refer to and complete Appendix 2.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headmaster. A copy of withdrawal requests will be kept on record. The Headmaster will discuss the request with parents and take appropriate action. When the Headmaster receives such a letter, he will invite the parents/carers to a meeting, at which he will explain clearly what the Trust's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

## **Reflecting the Views of Teachers and Pupils**

PSHE is matched to the needs of our pupils as we collect their views, and use these to guide future planning. Pupils have opportunities to voice their reflections on their learning during lessons, using formative, summative and ipsative assessments. Annual reviews from teaching staff are conducted in order to collect views to inform and improve our practice.

## **Curriculum**

The PSHE curriculum content is designed under the core themes; Health & Wellbeing, Relationships and Living in the Wider World. Topics may include mental health and well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

We determine pupils' prior knowledge/starting points by using starter activities within lessons. Lessons are taught through a range of teaching methods, including mind-mapping, video material, discussions and reflections. Lessons will be differentiated to ensure pupils of all abilities are able to access the curriculum. We ensure that PSHE lessons, including those on risky behaviours, remain positive in tone, by training staff to deliver this material whilst maintaining a safe and supportive learning environment. High quality resources will support our RSE provision, sourced or created by trusted providers and support services and reviewed by the Prep Deputy Head Pastoral, Head of PSHE and Assistant Head - Pupil Welfare. We will help pupils make connections between their learning and 'real life' behaviours by using relevant resources and planning key dates which relate to PSHE topics into the school calendar. We will make links to other areas of the curriculum by liaising with Heads of Departments and planning cross-curricular activities where appropriate.

The curriculum content is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously. Curriculum overviews, programs of study and examples of lesson resources can be viewed on our school website.

## **Creating Safe and Supportive Learning Environments**

We will create a safe and supportive learning environment by training staff to deliver the PSHE curriculum, providing appropriate resources and promoting classrooms as welcoming, safe and inclusive spaces for our pupils to learn. Guidance and resources to support staff with this are available on the PSHE Staff Hub. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. Teachers should report on MyConcern or contact the DSL. This policy is informed by the school's safeguarding/child protection policy.

## **Specific Considerations**

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers should report on MyConcern or contact the DSL. Visitors/external agencies which support the delivery of PSHE will be responsible for ensuring the safeguarding of pupils and should follow the guidance and protocols outlined in the Visitors' Policy.

## **Confidentiality and Handling of Disclosure**

As a Trust, we will set the following ground rules at the start of PSHE lessons to ensure pupils understand and appreciate the sensitive nature of the curriculum content in PSHE. These ground rules will help to minimise inappropriate and unintended public disclosures whilst ensuring young people seek support when they need it through the right channels in the school. They also help reduce negative comments made towards other pupils; whether intentional or not. Finally, they are paramount to effectively managing discussions that might elicit strong opinions from pupils. We will ensure confidentiality by reminding pupils about the importance of respecting the ground rules and managing the handling of disclosures in a safe and supportive manner. Teachers should use distancing techniques, allowing pupils to engage in the lesson from an objective standpoint rather than an emotional one. If a

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pupil makes a disclosure during a PSHE lesson, teachers should listen respectfully to what the pupil has to say, demonstrating that they care about their welfare and recognise they will have found it difficult making the disclosure. No matter how big or small the disclosure may seem, it is necessary to pass information on to relevant staff via MyConcern. The DSL and Pastoral support teams can make a holistic decision about safeguarding the pupil.

### **Responding to Pupil Questions**

It is inevitable that pupils will have a lot of questions about PSHE topics. How teachers respond to these questions is vital to promoting a safe environment where pupils feel able to ask questions. We want to encourage pupils to ask us questions in all of these instances, so they know there is a safe place to ask such questions without fear of being laughed at, ignored, or forced to look for their answers elsewhere. Teachers may have an anonymous question box or Google Form they wish to use. When questions are raised, teachers should thank the pupil for their question, check or clarify what is being asked, and give factual, age-appropriate answers when possible. Teachers should consider whether to answer questions as part of a whole class discussion or whether the pupil needs a more personal, individual response. Teachers may want to consult other colleagues or may need to report on MyConcern if a safeguarding issue is raised.

### **Monitoring and Evaluation**

Teachers will critically reflect on pupils' work when delivering PSHE through feedback collected by the Prep Deputy Head Pastoral, Head of PSHE and Assistant Head - Pupil Welfare. Regular Learning Walks conducted by staff will also support monitoring and evaluation. Annual reviews, evaluations and GAP analysis will take place to ensure our PSHE programme continues to be safe, effective and supports pupil progress.

### **Timing and flexibility**

The curriculum proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupils' needs, informed by pupils' voice and participation in the curriculum development and in response to issues as they arise in the school and wider community. The Trust has flexibility to determine an age-appropriate approach which meets the needs of our young people, developed in consultation with parents and in response to local public health and community issues or the needs of individual pupils. Delivery of PSHE and RSE curriculum content may feature in Whole School Assembly, Year or House Assemblies, Chapels and Tutor Time. In the Senior School, pupils can access our dedicated PSHE Google site, which includes links to our PSHE calendar of events.

# BEDE'S PSHE CURRICULUM

2022-23

## Prep School KS1-KS2

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Yr 1 - Continue Conversations at Home	Who is special to us? Who helps keep us safe? How all families are different but share common features.	What helps is to stay safe? Why is it important not to touch things without permission? What things are private to us? Who can we talk to if we do not feel safe?	How do we treat each other with respect? How do we like others to treat us? What behaviour would we not like to experience?	How can our choices make a difference to others and the environment? Why are rules important? How do we show we care?	How can friends communicate safely? Do we speak to people we do not know online? Why is it important for an adult to supervise a child online?	What do they like/dislike and are good at? What might they want to be in the future? What jobs can they think of in our community?	Why is it important to eat healthy? How does exercise make us feel? Why do we exercise? Why is it important to wash our hands? What happens if we stay in the sun without sun protection?	How do we recognise our feelings? Who can we talk to at home/school if something does not go right? What makes me unique? How am I different from my friends?	Why is it important we only play online with games and apps that are made for children our age? How do we keep safe online?
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Yr 2 - Continue Conversations at Home	What makes a good friend? How can we be a good friend? Who should we tell if we feel	Is it okay to keep a secret? How do we know if someone is being mean? Who can	Is it good to share? How do we be part of a team? What likes and dislikes do we share	Why does everyone being different help our community work well? What groups/team do	What information can we find on the internet? Is everything we see online accurate? How	How do we earn money? How do we buy things we want? How could we make our	Why should we keep active and sleep well? When might we need to take medicine?	How will we grow and change? What happens as we get older? What are the correct names	Why is it important to keep ourselves and others safe? What should we do in an



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	lonely? How could you help others not feel left out?	we tell if someone asks us to keep a secret? Who are our trusted adults at home and school?	with our friends and family? How do we play together well?	you belong to? What makes a group work well together?	do we use the internet in our daily lives?	money last longer?	Who at school and home can we talk to and ask for help?	for all body parts? How do we feel about moving to a new class in September?	emergency? Who should we tell if we notice something that may harm someone?
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Yr 3 - Continue Conversations at Home	Discuss different types of families in our community. Discuss how others may have different family set ups. What families do/enjoy together?	Discuss safe hands and safe touch. What behaviours may be harmful to us? What can you do if you see someone being hurtful to someone else?	What do good manners look like? How can we be respectful to others?	Why is it important to have rules? How can we share our opinions? What responsibility do we have at home and school?	How do we use the internet to find out information? Is the information we read online always factual? How do we search the internet safely?	Can anyone do any job? What would I like to achieve this week/term/year?	What makes us feel happy, sad, worried and angry? How do we let someone know we are feeling like this? What can we do to make us feel better?	What happens if we do something and it does not go as we planned? How can we try again? How can we not give up?	What can we do to keep ourselves safe somewhere new? How do we keep ourselves safe at home/school? How do we identify risks?
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Yr 4 - Continue Conversations at Home	What makes a good friend? How should we behave online when talking to our friends?	Who should we tell if something is worrying us or has hurt us? Why should we tell someone if someone online has asked us to keep a secret?	What do we do if we do not agree with someone? How do we share our opinion if it is different from our friends?	What makes a good team? How do communities work well together? What role do we have in our school community?	Who uses information from the internet? Who puts information on the internet?	How do we keep our money safe? Who looks after our money for us? How do we know if we can buy something we want or need?	How often should we clean our teeth? Why do we make healthy choices? Why do we visit the dentist regularly for check ups?	Have you noticed your body changing? Do you have any questions about how your body is changing or how you are feeling? Discuss the importance of showering and washing?	What medicines do we have at home? What products do we use in our home?
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

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Yr 5 - Continue Conversations at Home	How do we say no? What do we do if someone wants us to do something we do not want to do? Who do we tell? How to recognise when someone does not want to do something?	Who is allowed to touch us? What touch is okay?	Why is it okay to be different? How do we respond if we do not agree with someone's views/thoughts/opinions? What comments or views might be hurtful to others? How can we respect differences?	What is compassion? How do we show compassion to our environment/friends/animals?	What media sources do we know? What impact does reading something online have on us? How does social media decide what adverts we see?	How do I get to do the job I want? Who has influenced my career choice? Why do I want that job? What Stereotypes have they seen in the media?	What healthy habits and routines do we have at home? What immunisations do we have as a child and as we grow up? Who do we know that has an allergy and what happens to them?	Why is it okay to not be okay? What makes us feel better when we are not okay? How can family, friends and teachers help us?	Who do we call in an emergency? How do we keep ourselves safe when someone else is hurt?
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Yr 6 - Continue Conversations at Home	What qualities are important to them in a friend? Discuss different types of relationships in our community?	What does pressure to do something look like? How do we say no? What do we do if someone does not listen to our 'no'?	How do we listen to others' views if they differ from our own? Why might we have different views to our friends?	What does Belonging mean? Why is it important that everyone feels like they belong? How can we support a diverse community? How do we challenge discrimination and stereotypes?	What might influence what we read online? How do we know if the source is accurate? Discuss digital footprint.	Discuss savings accounts and pocket money. How do we keep our money safe in banks? Discuss family budgets and expenses.	Discuss how mental and physical health is linked. Identify coping strategies for change, loss and low mood. Discuss how being online for long periods of time can affect mood.	Discuss changes that are happening with their bodies- and mood. What jobs around the house do they now do as they have become older? What independence are they looking forward to as they grow?	Why do we need to keep our personal information safe? What might happen to our personal information. Discuss the difference between illegal drugs and use of medicine.

## Prep School KS3

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Yr 7 - Continue Conversations at Home	How do they keep themselves safe now they have more independence? What things make them feel unsafe?	What skills do they have? Where do they see themselves in the future? What do they need to do/achieve to get there? What makes a team work and what is their role in their team?	What have they witnessed in school or community? What is their role in creating a diverse community? What are their views? How do they express their views or stand up for others?	What changes have they noticed? What are they worried about with regards to the changes they are experiencing? Why is FGM illegal in this country? Who is their trusted adult?	What makes a healthy relationship? What are the warning signs that the relationship they are in is not okay? How do they set the boundaries in their relationships?	Why is saving important? Different types of savings accounts? The risks and benefits to borrowing money? How do you make good financial choices and what should you consider?
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Yr 8 - Continue Conversations at Home	What are the risks of taking drugs and alcohol? What is the law?	Why do individuals work shifts/part time? How do employers choose employees?	What is their experience of this? How do they tackle discrimination and challenge it amongst their friends?	How does social media affect body image? What is worrying them? Identify helpful coping strategies but talking through what helps to calm them in different situations	Who can they talk to if they are questioning their gender identity? What are pronouns? Why is consent important? Why do we use contraception and how do we access it?	How safe do they feel online? Have they been approached online and made to feel unsafe? How do they say no online? Who do they tell? Discuss the risks of gambling and the law.

## Senior School

### First Year & 5th Form

Studied by all pupils through the whole year. Students learn...

Year	Rotation 1	Rotation 2	Rotation 3	Rotation 4
FY	<p>Unit 1 - Health &amp; Wellbeing:</p> <p>To know about factors and risks which affect physical, sexual and mental wellbeing. To know about contraception and the risks of STIs.</p> <p>To understand healthy lifestyle choices, including diet, exercise, sleep, lifestyle balance, sexual health, and healthy strategies.</p>	<p>Unit 2 - Relationships:</p> <p>To know about friendships and how to deal with some of the challenges that can arise. To know about respectful intimate relationships, and to recognise positive relationship values.</p> <p>To know about bereavement and loss.</p> <p>To understand relationship changes, influences and choices, in order to maintain healthy friendships, relationships and how to manage conflict resolution. To understand ways that might help someone manage grief and loss.</p>	<p>Unit 3 - Health &amp; Wellbeing:</p> <p>To know about the risks, effects and consequences of caffeine consumption, alcohol, drug and substance misuse.</p> <p>To understand and manage influences relating to alcohol, drug and substance misuse. To understand the potential legal consequences of using illegal drugs. To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p>	<p>Unit 4 - Living in the Wider World:</p> <p>To know about managing risks and influences, and personal safety, including online. To recognise and manage internal and external influences on decisions which affect Health &amp; Wellbeing</p> <p>To understand decision making and risk assessment skills. To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views To recognise factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
FY - Continue Conversations at Home	<p>Why is it important to recognise, express and manage emotions to promote daily wellbeing? What influences our diet and exercise choices? How can we make healthy and informed decisions and maintain healthy habits?</p>	<p>What skills do we need to make and maintain new friendships? How can we empathise with, and show compassion for others? How do we recognise and challenge bullying in all its forms? How and where can we communicate concerns about friendships? How can we manage grief?</p>	<p>How can we manage influence in relation to substances, including energy drinks, nicotine and alcohol? What skills and strategies do we need to make responsible decisions about our health and wellbeing?</p>	<p>How can information online be manipulated, misrepresented or fake? How can we assess the reliability of media sources and critique social media content? How can we safely manage personal information online?</p>

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<p>L5</p>	<p>Unit 5 - Health &amp; Wellbeing :</p> <p>To know about factors that affect self concept and identity, including self esteem, body image and resilience. To know what might trigger issues and what help or treatment is available.</p> <p>To understand how our sense of self impacts our wellbeing. To understand how to use or support others with health coping strategies for positive mental health and emotional wellbeing.</p>	<p>Unit 6 - Relationships:</p> <p>To know the characteristics of positive relationships and how to identify unhealthy relationships. To know how to manage requests to share intimate images, including where, when and how to report concerns. To know the options available to people who wish to make a long term commitment. To know the importance of parenting skills and qualities for family life, the implications of young parenthood.</p> <p>To understand how to manage unwanted attention, and inappropriate behaviours. To recognise the unacceptability of forced marriage and identify support for someone who may be at risk. To evaluate the characteristics of successful parenting. To understand how to access sources of support.</p>	<p>Unit 7 - Living in the Wider World:</p> <p>To know about saving, borrowing and how to manage money, including recognising the opportunities and challenges involved in taking financial risks. To know how to identify common forms of fraud and online scams. To know how to access help in relation to gambling harms or fraud.</p> <p>To understand how to evaluate financial advantages, disadvantages and risks. To understand how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online.</p>	<p>Unit 8 - Relationships:</p> <p>To know how to manage difficulties and challenges in friendships, and how to assertively communicate values and beliefs in challenging situations. To know how to challenge all forms of prejudice and discrimination. To know about sexual orientation, gender identity and diversity. To know how to recognise when social media disproportionately features inaccurate information or extreme viewpoints.</p> <p>To understand the strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime. To understand the support available to people with protected characteristics and how to access advice and help for self or others. To understand how to evaluate the potential impact of extremism, how to reduce the risks and where to seek help.</p>
<p>L5 - Continue Conversations at Home</p>	<p>What influences our emotional wellbeing? How does the media make us feel about our bodies and appearance? How can we maintain good mental health?</p>	<p>How can we communicate relationship expectations? How do we report concerns or respond to abuse and harassment? What makes a stable, committed relationship? How do personal values influence relationship expectations?</p>	<p>How can we make informed financial decisions? How can we plan for our financial futures? How can we protect our financial security?</p>	<p>How can we manage influence from peers? What are British Values? Why are these important in our society? How can we show compassion, empathy and offer support to others who are experiencing challenging situations?</p>
<p>U5</p>	<p>Unit 9 - Health &amp; Wellbeing:</p> <p>To know how to make healthy lifestyle choices. To know how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries.</p> <p>To understand how to make positive,</p>	<p>Unit 10 - Relationships:</p> <p>To know about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations. To know how to safely access help for themselves or others if concerned about FGM or forced marriage. To know about the legal and moral responsibilities in</p>	<p>Unit 11 - Health &amp; Wellbeing:</p> <p>To know about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular and breast cancer. To know about specific STIs, their treatment and how to reduce the risk of transmission. To about sexual health services, locally,</p>	<p>Unit 12 - Living in the Wider World:</p> <p>To know about learning skills, learning strengths, career options and goal setting. To know about the range of opportunities available to them for career progression, including in education, training and employment. To know about the unacceptability and illegality of</p>

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	informed decisions relating to substances, including drugs, alcohol and nicotine use. To evaluate attitudes and social norms in relation to substance use.	relation to seeking consent.  To understand how to evaluate and manage the influence of pornography. To understand the features of healthy, intimate relationships, including that they should be equitable and pleasurable. To recognise manipulation and coercion, and how to seek and assertively give or not give consent.	nationally and online, and how to use and access them. To know how to choose and access contraception. To know about the current legal position on abortion and the range of beliefs and opinions about it.  To understand how to make informed decisions about sexual health and access reliable advice and support. To recognise that fertility changes over time and evaluate the implications of this. To evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy.	discrimination and harassment in the workplace, and how to challenge it.  To evaluate and further develop their study and employability skills. To understand the links between choices and pathways toward future aspirations. To understand the importance and benefits of being a lifelong learner.
U5 - Continue Conversations at Home	What are the impacts and consequences of substance use? How can we manage influences to make healthy lifestyle choices?	How does the media impact our expectations of sex and relationships? How can you communicate and negotiate boundaries in relationships?	How do we monitor and maintain our physical and sexual health? Where is our local sexual health clinic?	How can we present ourselves positively to employers? How can we set realistic yet aspirational life goals?

## 6th Form

### Studied by all pupils through the whole year

Year	AUTUMN 2022		SPRING 2023		SUMMER 2023	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
L6/P6	Health & Wellbeing Self-concept Mental health and emotional wellbeing	Living in the Wider World Media literacy and digital resilience	Relationships Relationship values Forming and maintaining respectful relationships	Health & Wellbeing Healthy lifestyles Sexual health Contraception	Relationships Relationship Values Consent	Living in the Wider World Choices and pathways, Work & Career FUTURES WEEK
L6/P6 - Continue Conversations	How can we manage work-life balance, including study, leisure, exercise,	How can we critically analyse and assess the reliability of different sources of	How can we manage mature and new friendships, including making friends in the	How do we monitor and maintain our physical and sexual health? Where is our	How can we seek and assertively give, not give or withdraw consent, in all	Why is it important to recognise new opportunities that change

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at Home	sleep and time online?	information?	workplace?	local sexual health clinic?	contexts?	can bring?
U6	Health & Wellbeing Managing risk and personal safety Drugs, Alcohol and Tobacco	Living in the Wider World UCAS	Relationships Social Influence Bullying, abuse and discrimination	Health & Wellbeing Healthy Lifestyles Health-related decisions	Living in the Wider World Employment rights and responsibilities Financial choices	-
U6 - Continue Conversations at Home	How can we identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour?	How can we evaluate our strengths, skills and interests in relation to future opportunities and career development?	When, why and how should we seek or provide support in response to bullying and harassment in the workplace?	How can we make informed, independent health choices and manage media messages about health?	How can we effectively plan expenditure and budget for changes in circumstances?	

To Be Completed by Parents			
Name of Child:		Form / House:	
Name of Parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider:			
Parent Signature:			

To Be Completed by the School			
Agreed actions from discussion with parents:			
Staff Name:		Agreed review date (if applicable)	