

Relationships and Sex Education

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In this policy, the governors and teachers, in partnership with pupils and their parents, set out their intentions with regard to relationships and sex education (RSE). We explain our aims for and approach to relationships and sex education in the school which are explicitly linked to the core values of the school.

1. Definition

Relationships and Sex Education [RSE] involves children learning about and understanding the reasons for the changes that take place in their bodies as they begin the journey from childhood to adulthood. It encourages a responsible approach to relationships by empowering children to make informed decisions with the benefit of knowledge and understanding. The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. The DFE identifies three main elements: attitudes and values, personal and social skills, and knowledge and understanding.

2. Legislation and Policies

We are required to teach those aspects of RSE which are statutory parts of National Curriculum Science. This RSE policy complements the PSHE policy within the school.

Documents that inform the school’s RSE (and PSHE) policy include:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

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It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

The RSE policy supports and complements the following school policies:

- [Curriculum Policy](#)
- [Child Protection and Safeguarding Policy \(including EYFS\)](#)
- [PSHE Policy](#)
- [Social, Moral, Spiritual and Cultural Policy \(SMSC\)](#)

3. Rationale and Ethos

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." (Secretary of State Foreword DfE Guidance 2019 p.4-5)

At Yateley Manor, values drive our behaviour and are vital in shaping our life together as a learning community. Learning is built upon a core set of values at the heart of all that we do, creating a dynamic and caring environment. Here at Yateley Manor School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We believe that the six fundamental values of **Community, Relationships, Happiness, Resilience, Teamwork** and **Reflection** provide the base on which an education at Yateley Manor underpins our lives together.

Our PSHE and RSE schemes of work will teach, encourage, and expect all pupils to identify with, embody and model these values.

To ensure progression and a spiral curriculum, we use **Jigsaw**, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The PSHE mapping documents, shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

4. Overview and Aims

Through implicit and explicit learning experiences we aim to:

- Ensure that RSE is integrated into the curriculum and not isolated or taken out of context. RSE is taught through the Science curriculum as well as through PSHE.
- Provide parents with information regarding our approach to RSE via the school website.
- Foster self-esteem and respect for others as the cornerstone for good health education and therefore, of good sex and relationships education.
- Nurture a partnership between adults e.g. governors, teachers, ancillary staff and parents - to ensure sensitive support for children as they grow and mature.
- Encourage children to enjoy relationships based upon mutual trust and respect.
- Generate an atmosphere in school where questions can be raised by children without embarrassment in an open, frank and honest manner giving information that is appropriate for their age and development.
- Address potentially sensitive issues e.g. gender identity
- Teach about responsible approaches to relationships and the inadvisability of early sexual experiences.
- Educate children about '*contraception*' and its role in responsible family planning. In this regard, information is limited to knowledge of the meaning of the term, rather than going into detail about the various methods that are available.

5. Objectives

To develop the following attitudes and virtues:

- Respect for the dignity of every human being - in their own person and in the person of others.
- Joy in the goodness of the created world and their own bodily natures.
- Responsibility for their own actions and a recognition of the impact of these on others.
- Recognising and valuing their own sexual identity and that of others.
- Celebrating the gift of life-long, self-giving love.
- Recognising the importance of relationships (including marriage) and family life.

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To develop the following personal and social skills:

- Making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments.
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying.
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity, and dignity.
- Managing conflict positively, recognising the value of difference.
- Cultivating humility, mercy, and compassion, learning to forgive and be forgiven.
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others.
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and so developing the ability to assess pressures and respond appropriately.
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- The centrality and importance of virtue in guiding human living and loving.
- The physical and psychological changes that accompany puberty.
- The facts about human reproduction.

6. Implementation

The Relationships programme itself in Years R-6 is delivered by tutors during timetabled PSHE sessions. In Reception, Year 1 and 2 this is weekly for 30 minutes, and in Years 3-8 this is fortnightly for 1 hour.

The school matron is an integral part of the RSE programme delivered through PSHE in Years 6-8 and is sometimes present when this part of the curriculum is being delivered. Some aspects of the course will be delivered to both boys and girls together, but at other times the girls and boys will meet separately for discussions.

7. The RSE programme

Whole-school approach

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. An overview of the programme can be seen on the school website.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school, and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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Whilst promoting the core school values, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as cover the aspects of the law pertaining to RSE (in Year 7 and 8 relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour; we will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

In Years 3-8, Pupils have 1 hour of timetabled PSHE lessons every two weeks (Pre-Prep is 30minutes weekly), but many topics are covered at other times, such as assemblies and in Science lessons.

Relationships Education

Relationships Education will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

Health Education

Health Education will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’.

Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born’.

At Yateley Manor, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum.

Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.” (DfE Guidance p.17)

There are a small number of PSHE lessons that may mirror what is being taught in Science but more from a relationships and sex education point of view, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

Year 5 - Changing me: Lesson 4 (Conception)

Year 6 - Changing me: Lesson 3 (Conception to birth)

The school (Head of Year) will inform parents of this right in writing before the Changing Me Puzzle is taught.

8. Equality and Inclusion

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, sexual orientation or whether they are looked-after children.

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

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It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At Yateley Manor we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

9. Safeguarding

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children at Yateley Manor. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect and good manners to be shown by everyone so that every pupil can develop their full potential and feel positive about themselves as an individual. All pupils should care for and support each other.

If a teacher has any concerns regarding the welfare of a particular child, then that teacher will make a dated note of their worries and liaise with the nominated persons on the staff. Any information obtained will be regarded as strictly confidential and will be passed to staff on a need-to-know basis only. After consultation it is the decision of the Headteacher/DSL as to whether the information is forwarded to the relevant body. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal

or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken. If there is a suspicion of possible abuse teachers will follow the school's Child Protection and Safeguarding Policy.

The Jigsaw Charter (rules for PSHE)

We want to promote a healthy, positive atmosphere in which RSE can take place, ensuring that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children. Some questions may raise issues which would not be appropriate for teachers to answer during ordinary class time, e.g. where a child's questions hints at abuse, is deliberately tendentious or is of a personal nature. For pupils to feel safe and secure in lessons, some ground rules need to be established.

Pupils are encouraged to be involved in establishing ground rules (The Jigsaw Charter) and are made fully aware of their responsibility for following the rules and creating an atmosphere of honesty and trust. Possible Golden Rules include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of The Jigsaw Charter, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

10. Roles and Responsibilities

Governors

Governors review the RSE policy, ensuring that it is in accordance with other whole school policies, e.g. SEN, the Ethos of the school and our Christian beliefs. They ensure that parents know of their right to withdraw their children. They also establish a link governor to share in the monitoring and evaluation of the programme, including resources used. They ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RSE within PSHE.

Headteacher

The Headmaster has overall responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Local Education Authority and appropriate agencies. He is supported by Heads of Year, Simon Head (the member of staff with responsibility for child protection and the Designated Safeguarding Lead), and Carly Skillett (Assistant Head Lower School) who is the RSE, PSHE and Wellbeing lead for the whole school.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Parents

Recognising that parents are the primary educators of their children the school will seek to support them in this task.

Parents' right of withdrawal

Parents have the right to withdraw their children from RSE excepting those elements which are required by the Science National Curriculum. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents will be able to examine the programme their children are following and provide additional preparation and information as they wish. Please contact your child's class teacher to discuss the finer details of a PSHE topic. (See Section 7 for more details)

External visitors

We will sometimes call upon help and guidance from outside agencies and health specialists, to deliver aspects of health promotion. It must however be noted that such visits will always complement the current programme, will not substitute or replace teacher led sessions and will involve teaching which is rooted in Christian principles and practice.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with the Head of PSHE/RSE and relevant curriculum staff including Heads of Year and teachers of Science, Religious Studies, Physical Education, RSE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships

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as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills. All lesson plans will have a section asking teachers to think how their lesson links to the teaching of RSE.

11. Monitoring, Review and Evaluation

The Assistant Head Lower School (Carly Skillett), along with the Deputy Head and Heads of Year, will monitor the provision of the programme by examining plans and schemes of work as provided by Jigsaw. The programme should be reviewed and evaluated annually.

12. Appendix 1 - Year R - 6 Overviews

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

13. Appendix 2 - Year 7 and 8 Overviews

Snapshot by Puzzle and Piece Jigsaw PSHE 11-16

(October 2021)

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I? fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals Achievement and failure	Stress, effects, tips to combat strips, serotonin	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them
2	Influences and influencers, Gateway emotions	Who influence you? Ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Stress situations, physical reactions, exercise helps to relieve stress	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, Peer-on-Peer abuse	Stereotypes and examples	Learning from Mistakes, setbacks	Substances, legal and illegal, classification, law	Emotions in relationships, scenarios	Effective parenting skills, pet care, is it ok to not want kids?, UN Children's' rights
4	Online identity, risks and tips to keep safe, Peer-on-Peer abuse	Challenging discrimination, protected characteristics and equality act	Influences, consequences of decisions, how could I positively affect my future?	Balanced diet, eating healthily, sleep and exercise benefits	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem
5	Consequence of online comments, sexting, Peer-on- Peer abuse	Bullying, why be a bully? Would you intervene? Peer- on-Peer abuse	Child criminal exploitation, gangs, bystander, emergency aid	Illness, treatment, vaccinations, medicines	Assertiveness, rights and responsibilities, sexting, Peer-on-Peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion – importance of being included	Control over your life	Loneliness, 5 ways to well- being	Discernment, authenticity	Becoming an adult recap

Age 12-13	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples	Short-, medium- & long- term goals – flexibility – employability skills - grit	Different types of health, my health and responsibility, health tips, vaccinations, dental etc	Relationship with self, social media self- image.	Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships Peer- on-Peer abuse
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism	Money – impact - positives and negatives – what can't be bought?	Stressful situations and triggers	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline? Positives, fundamentalism, stereotypes, celebrating diversity	Online safety – digital footprint, impact on career	Substance effects on the body and mind	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, Peer-on-Peer abuse consequences, get involved, Golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Substance misuse and the law, county lines, exploitation of young people	Good relationship, control, anti-bullying, power, coercion, Peer-on-Peer abuse	Pornography, art?, is it ok for adults to look at porn? Age limits, is porn real? Peer-on-Peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/ little money	Disease, herd immunity, medicines, vaccinations	Social media, safety tips, laws, trolling, Peer-on-Peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world? Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Gambling issues and support	Substances, pros and cons	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?