



**DEAN CLOSE**  
PREPARATORY SCHOOL  
CHELTENHAM

**Independent, Co-educational, Day and Boarding  
Preparatory School**

**DCPS Relationships and Sex Education Policy  
(P210)**

Registered Charity No: 1086829

Date of Issue: September 2023  
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Owner: DCPS Head of PSHCE

DEAN CLOSE PREPARATORY SCHOOL

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

Updated after government advice September 2018

### **What is relationships and sex education?**

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and citizenship economic education (PSHCE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **Why is relationships and sex education in schools important?**

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as described in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex education was 'too little, too late and too biological.'

Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

### **Relationships and sex education:**

- Is a partnership between home and school.

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- Ensures children and young people's views are actively sought to influence lesson planning and teaching
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

**In relation to this, the findings in March 2021 on the social media platform #Everyone's Invited reflect the need for clear instruction about respectful attitudes to everyone regardless of their sex. A number of reports suggested a culture of objectifying girls by boys in particular, and disrespectful behaviour and comments towards girls, both on and off a number of school sites throughout the country. That said, it is important to emphasise in lessons how girls can treat boys in the same way on occasions, and boys may feel less inclined to report it for male, macho reasons, such as a fear of appearing weak.**

Following the creation of #Everyone's Invited, a report was published on 10th June 2021 by the education regulator Ofsted, concluding that sexual harassment has become 'normalised' among school-age children. The review found that students often do not see the point of reporting abuse and many teachers underestimate the scale of these problems. Ofsted visited 30 state and independent schools and two further education colleges and spoke to more than 900 young people about sexual harassment. It found around 9 in 10 of the girls spoken to by inspectors said sexist name-calling and being sent unwanted explicit pictures or videos happened 'a lot' or 'sometimes'. Some had experienced unwanted touching at school. Many girls were frustrated about the lack of coverage of acceptable and unacceptable sexual behaviour on the school curriculum. As a result of this report, we have modified the curriculum to include advice during ICT lessons regarding online

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safety with advice on what to do if we come across something that makes us 'feel funny'. In Years 7 and 8, new sessions have been introduced covering making decisions about what we view and the difference between online and offline relationships; highlighting the artificial way in which pornography promotes sexual relationships.

Relationship and Sex Education contributes to:

- A positive ethos and environment for learning.
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

### **Why do children, young people and parents think RSE is important?**

Children and young people:

- Want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.
- Have a right to feel safe and healthy, and a right to education that helps them learn and achieve.
- Want parents and carers to talk to them about growing up and sex, and to learn about other people's views and opinions in school.
- Need help to understand the way their bodies and feelings change as they grow and develop, and to develop skills and confidence.

### **The law in relation to RSE states:**

- a. The governing bodies of schools are required to keep an up to date RSE policy that describes content and the organisation of RSE provided outside the Science National Curriculum.
- b. Parents/Guardians have the right to withdraw their children from RSE lessons.
- c. The RSE programme must include (as a minimum) information about STIs and HIV/AIDS

Further recommendation from the DFE:

- a. Schools should set RSE within a broader base of self-esteem and responsibility for the consequences of one's actions.

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Update: September Education Act 2020: Relationships Education must be taught in all Primary Schools and Relationships and Sex Education must be taught from the age of 11 in all secondary schools. Dean Close has prepared a curriculum which is in line with the new requirements, using resources from the Gloucestershire Local Authority curriculum and recommended resources from PSHE association.

## **Aims and Objectives**

Dean Close Preparatory School aims to:

- a. Inform and prepare pupils for adult life and relationships in an age appropriate way.
- b. Provide a Christian moral framework as the context for future choices.
- c. Provide a safe and secure environment within which personal matters relating to their own bodies, and development into young adults, can be discussed openly and honestly.
- d. Encourage high self-esteem, self-awareness and emotional health.
- e. Encourage pupils to understand personal responsibility in all matters of relationships – mental and physical.
- f. Encourage pupils' sensitivity to the needs and situations of others.
- g. Give pupils the skills to make informed choices (that reduce risk).
- h. Develop pupils' understanding of their own bodies and of the rights they have over their own body.

Relationships and sex education is mainly delivered through the PSHCE and Science curriculum

## **Content of RSE within the PSHCE (Personal Social Health and Citizenship Education) curriculum**

In Key Stage 2 and 3 pupils learn:

- a. How thoughts and feelings can affect behaviour.
- b. To maintain positive relationships.
- c. To build self-esteem and develop resilience.
- d. To recognise healthy lifestyle choices.
- e. How to cope with body changes.
- f. How to manage the physical and emotional challenges of puberty (Year 4 onwards).
- g. To respect the views of others and to challenge stereotypes.
- h. How to access sources of advice and support and when and where to get help.

In Key Stage 3 pupils specifically learn:

- a. About managing their own health and hygiene: including body changes and puberty.
- b. About the law relating to sexual behaviour and age of consent, and how to recognise when a relationship is not healthy.

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- c. About Christian values regarding sexual relationships (though this is presented in a balanced way acknowledging that it is a particular religious viewpoint).
- d. How to develop positive body image.
- e. About the risks of sexting and pornography, and digital resilience.
- f. How to be sure of their own values in relationships and how to end an unhealthy relationship.
- g. About sexual orientation and gender identity, and how to challenge homophobic behaviour.
- h. About their rights in the eyes of the law to refuse to consent to a sexual relationship.
- i. How to be a good parent and what this means.
- j. How to view critically what we watch online and where to get help if it makes us feel uncomfortable.

Year 7 Science: reproduction is taught including the reproductive organs, puberty, pregnancy, gestation and birth.

All staff seek to respond sensitively to the questions and concerns raised, whilst being aware that home situations may be complicated. There is a questions box available in PSHCE lessons for children to drop a note in to the teacher at break times with their class name on so that we can come back to them with a general answer anonymously. Pupils also complete a questionnaire every year to find out if the curriculum fulfils their needs; questions such as 'are there any other topics we should be teaching you?', or 'have the lessons helped you to understand?'

### **Involvement of parents and guardians:**

- Parents/guardians of pupils at Dean Close Prep School will be informed of the content of the PSHCE curriculum including RSE, and given the opportunity to withdraw children from RSE lessons following a discussion with the Head of PSHCE and Wellbeing, or the Head of Pastoral. A letter is sent out advising them of the week when the RSE topic is being taught, and they are encouraged to ask questions by email or in person regarding any of the topics. Some request a medium term plan or more information regarding resources.
- In September 2022, in consultation with Paddy Moss, it was agreed that an online questionnaire would be sent out to all parents (personalised for each year group) to generate parents' views on the topics taught and if they feel like anything extra should be covered.
- In September of each year, parents are given a Curriculum Booklet explaining the schemes of work for all subjects including PSHCE.
- At the beginning of the academic year, parents are given the opportunity to talk with the Head of PSHCE at the Curriculum Evening in September.

### **Delivery of the RSE curriculum:**

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- All teachers are provided with a fully comprehensive scheme of work with an overview of the year, medium term plans and week by week lesson plans. A summary of the overview is at the end of this document.
- Resources are based on those provided by the PSHE Association, SEAL and the Gloucestershire County Council. The Head of PSHCE, Annabel Eelbeck, has attended courses and will continue to do so. She will then pass on information to the teachers of PSHCE. Every PSHCE teacher has completed an extensive Educare course on teaching PSHE. Staff are given help with all lessons and sometimes staff from other departments deliver the material where appropriate, such as the Head of Science, Daniel Fraine.
- Assessment takes place in the following way:
  - Red/amber/green RAG sheets are completed at the beginning and end of each lesson as a visual reminder of progress to the teacher; these have just been introduced to all year groups at the beginning of September 2022, and are working well. Teachers then record the end RAG to a year group data sheet.
  - Mind maps are used as baseline assessments with additional ideas added in in a different colour at the end of lessons.
- Pupils with SEND:
  - All teachers check the SEND register and look at the individual action plans for children with additional needs. These needs are catered for within teaching and seating plans.
  - The red/amber/green RAG sheets have been a useful way for them to communicate when they do not understand something as it highlights whether an objective needs clarification.
  - All explanations are on the power point and read aloud to pupils.
  - Explanations are repeated and shortened, chunked in easy to understand instructions and an opportunity is offered to draw pictures as well as write down ideas.

### **Equality Act 2010:**

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

At Dean Close Prep, we teach pupils tolerance and respect with regard to race, age, sex (including a range of sexualities such as transgender or bisexual), religion, mental health, disability and sexual orientation. This is delivered via assemblies, PSHCE lessons (with the emphasis on British Values), the tutorial system and the school values of love, courage, contribution and flourishing.

### **Currently the following people teach PSHCE:**

Annabel Eelbeck (Head of PSHCE): Years 6, 5 and 3

Clare Sailsbury: Year 8

Eric Harris: Year 5 and 7

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Sophie Daly: Year 5  
Jenny Fletcher: Year 4  
Bradley Mears: Year 4  
Sharon Ridsdale: Year 3

**The policy is updated annually by Annabel Eelbeck and approved by the Senior Leadership Team.**

**Overview of the curriculum** (changes for September 2021 **in red**):

<p><b>Bereavement</b> is an important issue connected to both Wellbeing and PSHCE but handled more successfully and sensitively by tutors than during a lesson as questions and problems need talking through. A bereavement counsellor led a webinar on bereavement, a copy of which was sent to all staff. The PSHE Association is also producing some resources on this subject, and we have a link to Gloucs. Healthy Living which recommends certain web-sites. <b>Update March 2021 following safeguarding concerns regarding peer-on-peer (now child on child 2022) abuse within schools. Emphasis in lessons involving values such as respect and situations involving stereotyping and the right of every individual to be treated the same way regardless of their sex or race.</b> Physical health and staying healthy are also topics that are covered by the Science and PE departments. Careers are taught in Year 8 and we work closely with the Senior School on how to link this in with the work covered in Key Stage 4.</p> <p style="text-align: center;"><b>P numbers relate to the inspection criteria for Spiritual, Moral, Social and Cultural Understanding of pupils.</b></p>			
	<b>Michaelmas</b>	<b>Lent</b>	<b>Trinity</b>
	<b>Relationships and Health</b>	<b>Personal Safety and Health</b>	<b>Citizenship</b>
Year 3	<p><b>PI P2</b> <b>Building relationships: recognising emotions;</b> knowing how to make people feel welcome in a new class and where to get help; contributing to activities that build relationships within the class. <b>Support Network:</b> identifying where to get help, and people who might need it. <b>Feelings:</b> identifying different feelings that make us feel good or bad; learning how to express our feelings and manage them. Emotion and anxiety: when to share a worry, and get support. <b>Anti-Bullying Week:</b> topics vary. <b>Personal qualities:</b> recognising my strengths and those of my class.</p> <p><b>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</b></p>	<p><b>P8</b> <b>Ways to keep myself safe in risky situations</b> Identifying safe adults; knowing my address and phone number; knowing when it is safe to tell. <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day,</b> what to share and codes of conduct online. <b>Emergencies;</b> how to identify them and how to get help. Understanding my 'sixth sense' which tells me something may be dangerous. How to <b>get help</b> when I am in trouble. <b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 3: Meet the Brain, how the brain works and why it affects what I feel, and do.</p>	<p><b>P7</b> <b>Me in my community; Similarities and Differences.</b> Describing the different factors that make up my identity. <b>Understanding the different religions.</b> Knowing external and physical differences between people in the wider community. People in my community: who they are and who can help me. Caring for animals and plants.<b>Responsibility for the local environment. Sustainability.</b> <b>Understand 'stereotype'</b> and begin to identify stereotypical views; challenging gender stereotypes. <b>Citizenship and British Values.</b></p> <p><b>Transition to Year 4.</b></p>

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<p>Year 4</p>	<p><b>PI P2</b> <b>The meaning of a good friend</b> including <b>similarities and differences</b>. Differences between people can be a good thing in friendship. The difference between what I want and what I need. Developing strategies for managing problems in friendships, and changes. <b>Where to go for help. Seeing someone’s point of view. Rel and Sex Ed:</b> Puberty and body changes using new updated PINK curriculum – Glos local authority resources. Our lives change as we get older. Personal hygiene. Medicines and antibiotics. <b>Anti-Bullying Week:</b> topics vary. Challenging <b>gender stereotypes</b>. <b>NB In ICT as a result of the concern over children’s access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us ‘feel funny’.</b></p>	<p><b>P8</b> <b>Safety Contexts; Personal Safety</b> Identifying risk associated with <b>fire, road, water and sun</b>. Strategies for staying safe and judging risk. Knowing that accidents happen and how to prevent them. <b>How to keep my body safe. Saying ‘No’ is not rude</b> or unkind if I am upset or afraid. How to recognise <b>the cause of accidents</b> and how to prevent them. Recognising an emergency. <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day. Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 4: It’s Great to be Me.</p>	<p><b>P4</b> <b>Rights and Responsibilities, Democracy and Citizenship including British Values.</b> Me in my community; <b>Similarities and Differences</b> Understanding my identity and the wide range of identities in the UK. Knowing the negative effects of prejudice and <b>stereotyping</b>. Understanding the positive influence I can have on others in my community. Taking part in simple <b>voting and debating</b>. Describing the <b>different people in my community</b> and what they do to help me. <b>UNICEF rights of every child.</b> Importance of rules. <b>Transition to Year 5.</b></p>
<p>Year 5</p>	<p><b>PI P2</b> <b>Emotions:</b> Feelings are shown in body language, facial expression and tone of voice. <b>Understanding some people may react differently</b> to emotions. <b>Helping ourselves and others</b> when we are in a bad mood. Avoiding getting swept up into bad situations because of other’s strong feelings. <b>Resilience:</b> what it means and how to develop it; controlling impulses; how to get help. <b>Rel and Sex Ed:</b> Puberty and body changes using new and updated PINK curriculum – Glos local authority resources: what changes take place and why; what can I do about it?; understanding the emotions that go with the changes; where to get help; personal hygiene; genetic inheritance and adoption. <b>Anti-Bullying Week:</b> topics vary.</p>	<p><b>P8</b> <b>Risk is physical, social and emotional</b> Risk taking can have <b>benefits</b>. Taking responsibility for their own safety. <b>Assessing risk:</b> stop/decide/do strategy. <b>Personal boundaries</b> and saying no if I am unsafe. Name the body parts.<b>Getting help</b> if you feel unsafe. <b>Causes of accidents</b> and how to get help. Understanding the consequences of taking physical, emotional and social risks. <b>Network of support.</b> Making judgments about who to trust. <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day. Skills Zone:</b> activities exploring road safety, walking alone in a town and safety in the home.</p>	<p><b>P4</b> <b>Rules and Rights; Understanding and Practising Democracy. British Values.</b> Understanding their role as active citizens through <b>decision making</b> in the classroom. Giving their views on topics which interest them. Understanding how <b>laws</b> are made, and how rules at home differ from household to household sometimes. <b>Role of MPs.</b> Discussing moral and social dilemmas, <b>developing a viewpoint.</b> <b>Transition to Year 6.</b></p>

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	<p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 5: friends and what they mean to us; problems that arise.</p>	
Year 6	<p><b>PI P2</b> <b>Family and Friends;</b> maintaining old friendships and making new; network of support. <b>Family units can be different</b> inc. same gender parents, single parents, adoptive parents and grandparent carers. <b>Resolving conflicts</b> in groups of friends. Valuing differences in others. <b>Coping with change. Managing our mental health</b> when we are worried. The dangers of judging by appearance and <b>stereotype</b>. The hurtful effects of name calling and put downs. <b>Rel and Sex Ed:</b> puberty and body changes using new and updated PINK curriculum – Glos local authority resources: understanding the reproductive organs and what they do (some separate boy and girl sessions); recognising the emotions that go with puberty; facts of the human life cycle; marriage and relationships inc different types of relationships; birth. <b>Anti-Bullying Week:</b> topics vary. <b>Cyber-bullying:</b> relationships online. NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>P8</b> <b>Safety Contexts; Personal Safety</b> Identify a wide range of contexts in which they encounter risk and develop realistic strategies to keep safe (particularly at home and on the road). <b>Sun safety and water safety.</b> <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day.</b> <b>Good and Bad Touch,</b> how to recognise what parts of our body are private, getting help if worried. Naming a range of <b>illegal and legal drugs.</b> Examining physical, social, emotional <b>risks related to drugs and alcohol.</b> Challenging and responding to <b>bullying especially cyber-bullying.</b> Making judgments and how to get advice. <b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 6: decision making when faced with risks, such as drugs.</p>	<p><b>P4 P7</b> <b>Rules and Rights; Citizenship and British Values.</b> Understanding and Practising <b>Democracy</b> Understanding negative effects of <b>stereotyping</b> and prejudice. Ethnic <b>diversity and identity.</b> <b>Challenging racism, sexism and homophobia.</b> Describing my community and <b>where to get help.</b> <b>Volunteering.</b> <b>Media,</b> and how it influences me. <b>Carbon footprint.</b> Transition to Year 7.</p>

<p>Year 7</p>	<p><b>PI P2</b> <b>Reading feelings in others</b> through their facial expression, tone of voice and body language; how the brain works and how to control feelings. <b>To know I am unique</b> and what makes me an individual. <b>Rel and Sex Ed:</b> puberty: emotional and physical changes; healthy relationships and unhealthy relationships; consent; <b>body image and the media.</b> <b>Anti-Bullying Week:</b> topics vary. <b>Deciding what to watch online</b> (protection against pornography). <b>Relationships on-screen v off-screen.</b> <b>Resilience:</b> dealing with failure and disappointment. Rel and Sex Ed resources from PSHE Association, Medway, BBFC and Childnet. <b>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</b></p>	<p><b>P8</b> <b>Healthy and Safer Lifestyles;</b> Managing my Own Health and <b>Dealing with risk:</b> risky activities, road safety, <b>cyber-bullying, exploitation (FGM), sexual bullying and sexualisation. and gambling.</b> <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day:</b> making choices online. <b>Rel and Sex Ed</b> recapped this term (or next depending on availability of providers) via Healthy Living Day, using new and updated PINK curriculum – Glos local authority resources: puberty and what to expect inc challenges and choices. This fits in with the Science curriculum where human reproduction and body changes are taught in the first half of term. <b>Healthy Living Day modules: fire safety, first aid and air ambulance, drugs and outdoor education.</b> <b>Life Bus/tent:</b> drop down session for all year groupsexcept Year 8 due to exams. Future careers project</p>	<p><b>P4 P7</b> <b>Citizenship and British Values. Identities and Diversity</b> <b>Understanding myself</b> as a class, school, community, and national citizen. Understand <b>democratic decision making</b> at these levels and how local government works. <b>Crime and punishment.</b> <b>Police:</b> how they work and your rights if arrested.What it means by the police setting an example, what is expected of them and how you can expect them to behave.<b>A criminal record.</b> <b>Radicalisation.</b> <b>Healthy Living Day</b> modules: <b>Puberty, Challenges and Choices, Outdoor Education and Exploitation/Sexting (depending on what has been done in previous HLDs).</b> <b>Transition to Year 8.</b></p>
<p>Year 8</p>	<p><b>PI P2 P4</b> The Year 8 planning was reviewed and adapted, in 2023, to improve flow of lessons and update resources. <b>Developing risk management skills, analytical skills and strategies to identify bias:</b> • Managing online presence • Digital and media literacy  <b>That</b> information online can be manipulated, misrepresented or fake</p>	<p><b>P8</b> <b>Developing agency and strategies to manage influence and access support:</b> • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</p>	<p><b>PI P3 P4 P7</b> <b>Developing their understanding of finance.</b> •Bank accounts •Income and outcome •Budgeting  •about their own money habits. •the difference between income and outcome •how to budget effectively •how to open their own bank account <b>Developing agency and strategies to manage influence and access support:</b></p>

<ul style="list-style-type: none"> <li>• how to critically analyse different sources of information</li> <li>• how to assess the reliability of media sources and critique social media content</li> <li>• how to safely manage personal information online             <ul style="list-style-type: none"> <li>• strategies to maintain a positive presence online</li> </ul> </li> </ul> <p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul> <p>about the importance of equality and diversity and how to celebrate these</p> <ul style="list-style-type: none"> <li>• how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>• how to recognise and challenge stereotypes             <ul style="list-style-type: none"> <li>• the impact of stereotypes on perceptions of others</li> </ul> </li> <li>• strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul> <p><b>NB In ICT as a result of the concern over children’s access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us ‘feel funny’.</b></p>	<ul style="list-style-type: none"> <li>• about the laws relating to substances</li> <li>• strategies to manage influence in relation to substances</li> <li>• about contraception and how to access advice and support in relation to sexual health</li> <li>• how to balance time online with other activities             <ul style="list-style-type: none"> <li>• how to recognise and manage influences online</li> </ul> </li> </ul> <p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• ‘Sexting’</li> <li>• Managing conflict</li> </ul> <p>about the features of healthy and unhealthy relationships, including online</p> <ul style="list-style-type: none"> <li>• how to maintain respectful relationships, including online</li> <li>• about sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> <li>• about the law relating to consent and how to seek, give, and not give consent             <ul style="list-style-type: none"> <li>• strategies to assess readiness for intimacy and manage pressure in relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul> <ul style="list-style-type: none"> <li>• about the link between physical and mental wellbeing             <ul style="list-style-type: none"> <li>• about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• about attitudes towards mental health and how to challenge stigma and misconceptions</li> <li>• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• how to access appropriate support in relation to mental and physical health</li> </ul> </li> </ul> <p><b>Healthy Living Day modules: Exploitation/Sexting (depending on what has been done in previous HLDs), Careers, Transition to the Senior School and First Aid.</b></p>
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		<ul style="list-style-type: none"> <li>• how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>• skills and strategies to manage conflict</li> <li>• about sources of support and how to access them</li> </ul>	
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**Overview with RSE in blue:**

**Bereavement** is an important issue connected to both Wellbeing and PSHCE but handled more successfully and sensitively by tutors than during a lesson as questions and problems need talking through. A bereavement counsellor led a webinar on bereavement, a copy of which was sent to all staff. The PSHE Association is also producing some resources on this subject, and we have a link to Gloucs. Healthy Living which recommends certain web-sites. **Update March 2021 following safeguarding concerns regarding peer-on-peer (now child on child 2022) abuse within schools. Emphasis in lessons involving values such as respect and situations involving stereotyping and the right of every individual to be treated the same way regardless of their sex or race. Physical health and staying healthy are also topics that are covered by the Science and PE departments.** Careers are taught in Year 8 and we work closely with the Senior School on how to link this in with the work covered in Key Stage 4.

P numbers relate to the inspection criteria for Spiritual, Moral, Social and Cultural Understanding of pupils.

	Michaelmas	Lent	Trinity
	Relationships and Health	Personal Safety and Health	Citizenship
Year 3	<b>PI P2</b> <b>Building relationships: recognising emotions; knowing how to make people feel welcome in a new class and where to get help; contributing to activities to build relationships within the class.</b> <b>Support Network:</b> identifying where to get help, and people who might need it. <b>Feelings:</b> identifying different feelings that make us feel good or bad; learning how to express our feelings and manage them. <b>Emotion and anxiety:</b> when to share a worry, and get support.	<b>P8</b> <b>Ways to keep myself safe in risky situations</b> Identifying safe adults; knowing my address and phone number; knowing when it is safe to tell. <b>Mental Health Week:</b> topics vary but 2020 topic was <b>Express Yourself, celebrating what it means to be me.</b> <b>Safer Internet Day, what to share and codes of conduct online.</b> <b>Emergencies;</b> how to identify them and how to get help. <b>Understanding my 'sixth</b>	<b>P7</b> <b>Me in my community; Similarities and Differences.</b> <b>Describing the different factors that make up my identity.</b> <b>Understanding the different religions.</b> Knowing external and physical differences between people in the wider community. Caring for animals and plants. <b>Responsibility for the local environment. Sustainability.</b> <b>Understand 'stereotype' and begin to identify stereotypical views; challenging gender stereotypes.</b> <b>Citizenship and British Values.</b>

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	<p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind. <b>Personal qualities:</b> recognising my strengths and those of my class. NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>sense'</b> which tells me something may be dangerous. <b>How to get help</b> when I am in trouble.  <b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 3: <b>Meet the Brain, how the brain works and why it affects what I feel, and do.</b></p>	<p>People in my community: who they are and who can help me. <b>Transition to Year 4.</b></p>
Year 4	<p><b>PI P2</b> <b>The meaning of a good friend</b> including <b>similarities and differences.</b> Differences between people can be a good thing in friendship. The difference between what I want and what I need. Developing strategies for managing problems in friendships, and changes. <b>Where to go for help. Seeing someone's point of view. Rel and Sex Ed:</b> Puberty and body changes using new updated PINK curriculum – Glos local authority resources. Our lives change as we get older. Personal hygiene. Medicines and antibiotics. <b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind. <b>Challenging gender stereotypes.</b> NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>P8</b> <b>Safety Contexts; Personal Safety</b> Identifying risk associated with <b>fire, road, water and sun.</b> Strategies for staying safe and judging risk. Knowing that accidents happen and how to prevent them. <b>How to keep my body safe. Saying 'No' is not rude</b> or unkind if I am upset or afraid. How to recognise <b>the cause of accidents</b> and how to prevent them. Recognising an emergency. <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day:</b> making choices online. <b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 4: <b>It's Great to be Me.</b></p>	<p><b>P4</b> <b>Rights and Responsibilities, Democracy and Citizenship</b> including <b>British Values.</b> Me in my community; <b>Similarities and Differences</b> <b>Understanding my identity and the wide range of identities in the UK.</b> Knowing the negative effects of prejudice and <b>stereotyping.</b> Understanding the positive influence I can have on others in my community. Taking part in simple <b>voting and debating.</b> Describing <b>the different people in my community</b> and what they do to help me. <b>UNICEF rights of every child.</b> Importance of rules. <b>Transition to Year 5.</b></p>
Year 5	<p><b>PI P2</b> <b>Emotions:</b> Feelings are shown in body language, facial expression and tone of voice. <b>Understanding some people may react differently</b> to emotions. <b>Helping ourselves and others</b> when we are in a bad mood. Avoiding getting swept up into bad situations because of other's strong feelings.</p>	<p><b>P8</b> <b>Risk is physical, social and emotional</b> Risk taking can have <b>benefits.</b> Taking responsibility for their own safety. <b>Assessing risk:</b> stop/decide/do strategy. <b>Personal boundaries</b> and saying no if I am unsafe. Name the body parts.<b>Getting help if you feel unsafe.</b> <b>Causes of accidents</b> and how to get help.</p>	<p><b>P4</b> <b>Rules and Rights; Understanding and Practising Democracy. British Values.</b> Understanding their role as active citizens through <b>decision making</b> in the classroom. Giving their views on topics which interest them. Understanding how <b>laws</b> are made, and how rules at home differ from household to household sometimes. <b>Role of MPs.</b></p>



	<p><b>Resilience:</b> what it means and how to develop it; controlling impulses; how to get help.</p> <p><b>Rel and Sex Ed:</b> Puberty and body changes using new and updated PINK curriculum – Glos local authority resources: what changes take place and why; what can I do about it?; understanding the emotions that go with the changes; where to get help; personal hygiene; genetic inheritance and adoption.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind. NB In ICT as a result of the concern over children’s access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us ‘feel funny’.</p>	<p>Understanding the consequences of taking physical, emotional and social risks.</p> <p><b>Network of support.</b> Making judgments about who to trust.</p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me.</p> <p><b>Safer Internet Day:</b>making wise choices online.</p> <p><b>Skills Zone:</b> activities exploring road safety, walking alone in a town and safety in the home.</p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 5: friends and what they mean to us; problems that arise.</p>	<p>Discussing moral and social dilemmas, <b>developing a viewpoint.</b></p> <p><b>Transition</b> to Year 6.</p>
Year 6	<p><b>PI P2</b></p> <p><b>Family and Friends;</b> maintaining old friendships and making new; network of support. <b>Family units can be different</b> inc. same gender parents, single parents, adoptive parents and grandparent carers.</p> <p><b>Resolving conflicts</b> in groups of friends. Valuing differences in others.</p> <p><b>Coping with change. Managing our mental health</b> when we are worried. The dangers of judging by appearance and <b>stereotype.</b> The hurtful effects of name calling and put downs.</p> <p><b>Rel and Sex Ed:</b> Puberty and body changes using new and updated PINK curriculum – Glos local authority resources: understanding the reproductive organs and what they do (some separate boy and girl sessions); recognising the emotions that go with puberty; facts of the human life cycle; marriage and relationships inc different types of relationships; birth.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p>	<p><b>P8</b></p> <p><b>Safety Contexts; Personal Safety</b></p> <p>Identify a wide range of contexts in which they encounter risk and develop realistic strategies to keep safe (particularly at home and on the road). <b>Sun safety and water safety.</b></p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me.</p> <p><b>Safer Internet Day:</b> making wisechoices online.</p> <p>Good and Bad Touch, how to recognise what parts of our body are private, getting help if worried.</p> <p>Naming a range of <b>illegal and legal drugs.</b></p> <p>Examining physical, social, emotional risks related to drugs and alcohol. Challenging and responding to <b>bullying especially cyber-bullying.</b> Making judgments and how to get advice.</p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams.</p>	<p><b>P4 P7</b></p> <p><b>Rules and Rights; Citizenship and British Values.</b></p> <p>Understanding and Practising <b>Democracy</b></p> <p>Understanding negative effects of stereotyping and prejudice.</p> <p><b>Ethnic diversity and identity.</b> Challenging racism, sexism and homophobia.. Describing my community and where to get help.</p> <p><b>Volunteering.</b></p> <p><b>Media,</b> and how it influences me.</p> <p><b>Carbon footprint.</b></p> <p><b>Transition</b> to Year 7.</p>

	<p><b>Cyber-bullying:</b> relationships online. NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p>Year 6: decision making when faced with risks, such as drugs.</p>	
Year 7	<p><b>PI P2</b> <b>Reading feelings in others</b> through their facial expression, tone of voice and body language; how the brain works and how to control feelings. <b>To know I am unique</b> and what makes me an individual. <b>Rel and Sex Ed:</b> puberty: emotional and physical changes; healthy relationships and unhealthy relationships; consent; body image and the media. <b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind. <b>Deciding what to watch online</b> (protection against pornography). Relationships on-screen v off-screen. <b>Resilience:</b> dealing with failure and disappointment. Rel and Sex Ed resources from PSHE Association, Medway, BBFC and Childnet. NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>P8</b> <b>Healthy and Safer Lifestyles;</b> Managing my Own Health and <b>Dealing with risk:</b> risky activities, road safety, <b>cyber-bullying, exploitation (FGM), sexual bullying and sexualisation. and gambling.</b> <b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me. <b>Safer Internet Day:</b> making choices online. <b>Rel and Sex Ed</b> recapped this term (or next depending on availability of providers) via Healthy Living Day, using new and updated PINK curriculum – Glos local authority resources: puberty and what to expect inc challenges and choices. This fits in with the Science curriculum where human reproduction and body changes are taught in the first half of term. <b>Healthy Living Day modules:</b> <b>fire safety, first aid and air ambulance, drugs and outdoor education.</b> <b>Life Bus/tent:</b> drop down session for all year group except Year 8 due to exams. Year 7: alcohol.</p>	<p><b>P4 P7</b> <b>Citizenship and British Values. Identities and Diversity</b> <b>Understanding myself as a class, school, community, and national citizen.</b> Understand democratic decision making at these levels and how local government works. <b>Crime and punishment. Police:</b> how they work and your rights if arrested. What it means by the police setting an example, what is expected of them and how you can expect them to behave. <b>A criminal record.</b> <b>Radicalisation.</b> <b>Healthy Living Day</b> modules: <b>Puberty, Challenges and Choices, Outdoor Education and Exploitation/Sexting (depending on what has been done in previous HLDs).</b> <b>Transition</b> to Year 8.</p>
Year 8	<p>The Year 8 planning was reviewed and adapted, in 2023, to improve flow of lessons and update resources. <b>Developing risk management skills, analytical skills and</b></p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Drugs and alcohol</li> <li>• Introduction to contraception</li> </ul>	<p><b>Developing their understanding of finance.</b></p> <ul style="list-style-type: none"> <li>• Bank accounts</li> <li>• Income and outcome</li> <li>• Budgeting</li> </ul>



<p><b>strategies to identify bias:</b></p> <ul style="list-style-type: none"> <li>• Managing online presence</li> <li>• Digital and media literacy</li> </ul> <p><b>That information online can be manipulated, misrepresented or fake</b></p> <ul style="list-style-type: none"> <li>• how to critically analyse different sources of information</li> <li>• how to assess the reliability of media sources and critique social media content</li> <li>• how to safely manage personal information online</li> <li>• strategies to maintain a positive presence online</li> </ul> <p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul> <p>about the importance of equality and diversity and how to celebrate these</p> <ul style="list-style-type: none"> <li>• how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>• how to recognise and challenge stereotypes</li> <li>• the impact of stereotypes on perceptions of others</li> <li>• strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul> <p><b>NB In ICT as a result of the concern over children's access to</b></p>	<ul style="list-style-type: none"> <li>• Resisting peer influence</li> <li>• Online choices and influences</li> </ul> <p>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</p> <ul style="list-style-type: none"> <li>• about the laws relating to substances</li> <li>• strategies to manage influence in relation to substances</li> <li>• about contraception and how to access advice and support in relation to sexual health</li> <li>• how to balance time online with other activities</li> <li>• how to recognise and manage influences online</li> </ul> <p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• 'Sexting'</li> <li>• Managing conflict</li> </ul> <p>about the features of healthy and unhealthy relationships, including online</p> <ul style="list-style-type: none"> <li>• how to maintain respectful relationships, including online</li> <li>• about sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• about their own money habits.</li> <li>• the difference between income and outcome</li> <li>• how to budget effectively</li> <li>• how to open their own bank account</li> </ul> <p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul> <ul style="list-style-type: none"> <li>• about the link between physical and mental wellbeing</li> <li>• about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• about attitudes towards mental health and how to challenge stigma and misconceptions</li> <li>• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• how to access appropriate support in relation to mental and physical health</li> </ul> <p><b>Healthy Living Day modules: Exploitation/Sexting (depending on what has been done in previous HLDs), Careers, Transition to the Senior School and First Aid.</b></p>
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	<p>unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<ul style="list-style-type: none"> <li>• about the law relating to consent and how to seek, give, and not give consent</li> <li>• strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>• how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>• skills and strategies to manage conflict</li> <li>• about sources of support and how to access them</li> </ul>	
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**Overview with equality and diversity in purple:**

**Bereavement** is an important issue connected to both Wellbeing and PSHCE but handled more successfully and sensitively by tutors than during a lesson as questions and problems need talking through. A bereavement counsellor led a webinar on bereavement, a copy of which was sent to all staff. The PSHE Association is also producing some resources on this subject, and we have a link to Gloucs. Healthy Living which recommends certain web-sites. **Update March 2021 following safeguarding concerns regarding peer-on-peer (now child on child 2022) abuse within schools. Emphasis in lessons involving values such as respect and situations involving stereotyping and the right of every individual to be treated the same way regardless of their sex or race.** Physical health and staying healthy are also topics that are covered by the Science and PE departments. Careers are taught in Year 8 and we work closely with the Senior School on how to link this in with the work covered in Key Stage 4.

**P numbers relate to the inspection criteria for Spiritual, Moral, Social and Cultural Understanding of pupils.**

	Michaelmas	Lent	Trinity
	Relationships and Health	Personal Safety and Health	Citizenship
Year 3	<b>PI P2</b> <b>Building relationships: recognising emotions;</b> knowing how to make people feel welcome in a new class and where to get help; <b>contributing to activities that build relationships within the class.</b>	<b>P8</b> <b>Ways to keep myself safe in risky situations</b> Identifying safe adults; knowing my address and phone number; knowing when it is safe to tell. <b>Mental Health Week:</b> topics vary but 2020 topic was	<b>P7</b> <b>Me in my community; Similarities and Differences.</b> Describing the different factors that make up my identity. <b>Understanding the different religions.</b>

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 Owner: DCPS Head of PSHCE

	<p><b>Support Network:</b> identifying where to get help, and people who might need it.</p> <p><b>Feelings:</b> identifying different feelings that make us feel good or bad; learning how to express our feelings and manage them.</p> <p>Emotion and anxiety: when to share a worry, and get support.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p> <p><b>Personal qualities:</b> recognising my strengths and those of my class.</p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>Express Yourself, celebrating what it means to be me.</b></p> <p><b>Safer Internet Day,</b> what to share and codes of conduct online.</p> <p><b>Emergencies;</b> how to identify them and how to get help.</p> <p>Understanding my 'sixth sense' which tells me something may be dangerous.</p> <p>How to <b>get help</b> when I am in trouble.</p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams.</p> <p>Year 3: Meet the Brain, how the brain works and why it affects what I feel, and do.</p>	<p>Knowing external and physical differences between people in the wider community.</p> <p>Caring for animals and plants.<b>Responsibility for the local environment. Sustainability.</b></p> <p><b>Understand 'stereotype'</b> and begin to identify stereotypical views; challenging gender stereotypes.</p> <p><b>Citizenship and British Values.</b></p> <p>People in my community: who they are and who can help me.</p> <p><b>Transition to Year 4.</b></p>
Year 4	<p><b>PI P2</b></p> <p><b>The meaning of a good friend including similarities and differences.</b> Differences between people can be a good thing in friendship. The difference between what I want and what I need. Developing strategies for managing problems in friendships, and changes. <b>Where to go for help. Seeing someone's point of view.</b></p> <p><b>Rel and Sex Ed:</b> Puberty and body changes using new updated PINK curriculum – Glos local authority resources. Our lives change as we get older. Personal hygiene. Medicines and antibiotics.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p> <p><b>Challenging gender stereotypes.</b></p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>P8</b></p> <p><b>Safety Contexts; Personal Safety</b></p> <p>Identifying risk associated with <b>fire, road, water and sun.</b></p> <p>Strategies for staying safe and judging risk. Knowing that accidents happen and how to prevent them. <b>How to keep my body safe. Saying 'No' is not rude</b> or unkind if I am upset or afraid.</p> <p>How to recognise <b>the cause of accidents</b> and how to prevent them. Recognising an emergency.</p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was <b>Express Yourself, celebrating what it means to be me.</b></p> <p><b>Safer Internet Day.</b></p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams.</p> <p><b>Year 4: It's Great to be Me.</b></p>	<p><b>P4</b></p> <p><b>Rights and Responsibilities, Democracy and Citizenship including British Values.</b></p> <p>Me in my community; <b>Similarities and Differences</b></p> <p>Understanding my identity and the wide range of identities in the UK.</p> <p>Knowing the negative effects of prejudice and <b>stereotyping.</b></p> <p>Understanding the positive influence I can have on others in my community.</p> <p>Taking part in simple <b>voting and debating.</b></p> <p>Describing <b>the different people in my community</b> and what they do to help me.</p> <p><b>UNICEF rights of every child.</b></p> <p>Importance of rules.</p> <p><b>Transition to Year 5.</b></p>
Year 5	<p><b>PI P2</b></p> <p><b>Emotions:</b></p>	<p><b>P8</b></p> <p><b>Risk is physical, social and emotional</b></p>	<p><b>P4</b></p>

	<p>Feelings are shown in body language, facial expression and tone of voice. <b>Understanding some people may react differently to emotions. Helping ourselves and others</b> when we are in a bad mood. Avoiding getting swept up into bad situations because of other's strong feelings.</p> <p><b>Resilience:</b> what it means and how to develop it; controlling impulses; how to get help.</p> <p><b>Rel and Sex Ed:</b> Puberty and body changes using new and updated PINK curriculum – Glos local authority resources: what changes take place and why; what can I do about it?; understanding the emotions that go with the changes; where to get help; personal hygiene; <b>genetic inheritance and adoption.</b></p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p>Risk taking can have <b>benefits.</b> Taking responsibility for their own safety. <b>Assessing risk:</b> stop/decide/do strategy. <b>Personal boundaries</b> and saying no if I am unsafe. Name the body parts.<b>Getting help</b> if you feel unsafe.</p> <p><b>Causes of accidents</b> and how to get help.</p> <p>Understanding the consequences of taking physical, emotional and social risks.</p> <p><b>Network of support.</b> Making judgments about who to trust.</p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me.</p> <p><b>Safer Internet Day.</b></p> <p><b>Skills Zone:</b> activities exploring road safety, walking alone in a town and safety in the home.</p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams. Year 5: friends and what they mean to us; problems that arise.</p>	<p><b>Rules and Rights; Understanding and Practising Democracy. British Values.</b></p> <p>Understanding their role as active citizens through <b>decision making in the classroom. Giving their views on topics which interest them.</b></p> <p>Understanding how <b>laws</b> are made, and how rules at home differ from household to household sometimes.</p> <p><b>Role of MPs.</b></p> <p>Discussing moral and social dilemmas, <b>developing a viewpoint.</b></p> <p><b>Transition to Year 6.</b></p>
Year 6	<p><b>PI P2</b></p> <p><b>Family and Friends;</b> maintaining old friendships and making new; network of support. <b>Family units can be different inc. same gender parents, single parents, adoptive parents and grandparent carers.</b></p> <p><b>Resolving conflicts</b> in groups of friends. Valuing differences in others.</p> <p><b>Coping with change. Managing our mental health</b> when we are worried. <b>The dangers of judging by appearance and stereotype.</b></p> <p><b>The hurtful effects of name calling and put downs.</b></p> <p><b>Rel and Sex Ed:</b> Puberty and body changes using new and updated PINK curriculum – Glos local authority resources: understanding the reproductive</p>	<p><b>P8</b></p> <p><b>Safety Contexts; Personal Safety</b></p> <p>Identify a wide range of contexts in which they encounter risk and develop realistic strategies to keep safe (particularly at home and on the road). <b>Sun safety and water safety.</b></p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was Express Yourself, celebrating what it means to be me.</p> <p><b>Safer Internet Day.</b></p> <p><b>Good and Bad Touch,</b> how to recognise what parts of our body are private, getting help if worried.</p> <p>Naming a range of <b>illegal and legal drugs.</b></p>	<p><b>P4 P7</b></p> <p><b>Rules and Rights; Citizenship and British Values.</b></p> <p>Understanding and Practising <b>Democracy</b></p> <p>Understanding negative effects of <b>stereotyping</b> and prejudice. <b>Ethnic diversity and identity. Challenging racism, sexism and homophobia..</b> Describing my community and <b>where to get help.</b></p> <p><b>Volunteering.</b></p> <p><b>Media,</b> and how it influences me.</p> <p><b>Carbon footprint.</b></p> <p><b>Transition to Year 7.</b></p>

	<p>organs and what they do (some separate boy and girl sessions); recognising the emotions that go with puberty; facts of the human life cycle; marriage and relationships inc different types of relationships; birth.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p> <p><b>Cyber-bullying:</b> relationships online.</p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p>Examining physical, social, emotional <b>risks related to drugs and alcohol.</b> <b>Challenging and responding to bullying especially cyber-bullying.</b> Making judgments and how to get advice.</p> <p><b>Life Bus/tent:</b> drop down session for all year groups except Year 8 due to exams.</p> <p>Year 6: decision making when faced with risks, such as drugs.</p>	
Year 7	<p><b>PI P2</b></p> <p><b>Reading feelings in others</b> through their facial expression, tone of voice and body language; how the brain works and how to control feelings.</p> <p><b>To know I am unique and what makes me an individual.</b></p> <p><b>Rel and Sex Ed:</b> puberty: emotional and physical changes; healthy relationships and unhealthy relationships; consent; body image and the media.</p> <p><b>Anti-Bullying Week:</b> topics vary but 2021 theme is: be kind.</p> <p><b>Deciding what to watch online</b> (protection against pornography). Relationships on-screen v off-screen.</p> <p><b>Resilience:</b> dealing with failure and disappointment.</p> <p>Rel and Sex Ed resources from PSHE Association, Medway, BBFC and Childnet.</p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<p><b>P8</b></p> <p><b>Healthy and Safer Lifestyles;</b> Managing my Own Health and <b>Dealing with risk:</b> risky activities, road safety, <b>cyber-bullying, exploitation (FGM), sexual bullying and sexualisation. and gambling.</b></p> <p><b>Mental Health Week:</b> topics vary but 2020 topic was <b>Express Yourself, celebrating what it means to be me.</b></p> <p><b>Safer Internet Day:</b> making choices online.</p> <p><b>Rel and Sex Ed</b> recapped this term (or next depending on availability of providers) via Healthy Living Day, using new and updated PINK curriculum – Glos local authority resources: puberty and what to expect inc challenges and choices.</p> <p>This fits in with the Science curriculum where human reproduction and body changes are taught in the first half of term.</p> <p><b>Healthy Living Day modules: fire safety, first aid and air ambulance, drugs and outdoor education.</b></p> <p><b>Life Bus/tent:</b> drop down session for all year group except Year 8 due to exams.</p> <p>Year 7: alcohol.</p>	<p><b>P4 P7</b></p> <p><b>Citizenship and British Values. Identities and Diversity</b></p> <p><b>Understanding myself as a class, school, community, and national citizen.</b> Understand <b>democratic decision making</b> at these levels and how local government works.</p> <p><b>Crime and punishment. Police:</b> how they work and your rights if arrested. What it means by the police setting an example, what is expected of them and how you can expect them to behave. <b>A criminal record.</b></p> <p><b>Radicalisation.</b></p> <p><b>Healthy Living Day</b> modules: <b>Puberty, Challenges and Choices, Outdoor Education and Exploitation/Sexting (depending on what has been done in previous HLDs).</b></p> <p>Transition to Year 8.</p>



<p>Year 8</p>	<p>PI P2 P4 The Year 8 planning was reviewed and adapted, in 2023, to improve flow of lessons and update resources.</p> <p><b>Developing risk management skills, analytical skills and strategies to identify bias:</b></p> <ul style="list-style-type: none"> <li>• Managing online presence</li> <li>• Digital and media literacy</li> </ul> <p><b>That</b> information online can be manipulated, misrepresented or fake</p> <ul style="list-style-type: none"> <li>• how to critically analyse different sources of information</li> <li>• how to assess the reliability of media sources and critique social media content</li> <li>• how to safely manage personal information online</li> <li>• strategies to maintain a positive presence online</li> </ul> <p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul> <p>about the importance of equality and diversity and how to celebrate these</p> <ul style="list-style-type: none"> <li>• how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>• how to recognise and challenge stereotypes</li> <li>• the impact of stereotypes on perceptions of others</li> <li>• strategies to</li> </ul>	<p>P8</p> <p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Drugs and alcohol</li> <li>• Introduction to contraception</li> <li>• Resisting peer influence</li> <li>• Online choices and influences</li> </ul> <p>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</p> <ul style="list-style-type: none"> <li>• about the laws relating to substances</li> <li>• strategies to manage influence in relation to substances</li> <li>• about contraception and how to access advice and support in relation to sexual health</li> <li>• how to balance time online with other activities</li> <li>• how to recognise and manage influences online</li> </ul> <p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• ‘Sexting’</li> <li>• Managing conflict</li> </ul> <p>about the features of healthy and unhealthy relationships, including online</p> <ul style="list-style-type: none"> <li>• how to maintain respectful relationships, including online</li> </ul>	<p>PI P3 P4 P7</p> <p><b>Developing their understanding of finance.</b></p> <ul style="list-style-type: none"> <li>• Bank accounts</li> <li>• Income and outcome</li> <li>• Budgeting</li> </ul> <ul style="list-style-type: none"> <li>• about their own money habits.</li> <li>• the difference between income and outcome</li> <li>• how to budget effectively</li> <li>• how to open their own bank account</li> </ul> <p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul> <ul style="list-style-type: none"> <li>• about the link between physical and mental wellbeing</li> <li>• about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• about attitudes towards mental health and how to challenge stigma and misconceptions</li> <li>• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• how to access appropriate support in relation to mental and physical health</li> </ul> <p><b>Healthy Living Day modules:</b> <b>Exploitation/Sexting (depending on what has been done in previous HLDs), Careers, Transition to the Senior School and First Aid.</b></p>
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	<p>communicate concerns about, and challenge, prejudice and discrimination</p> <p>NB In ICT as a result of the concern over children's access to unsuitable material online, the ICT department are going to incorporate it into their lessons this term with reminders of online safety, and how to recognise content that makes us 'feel funny'.</p>	<ul style="list-style-type: none"> <li>• about sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> <li>• about the law relating to consent and how to seek, give, and not give consent             <ul style="list-style-type: none"> <li>• strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>• how to manage requests to share intimate images, including where, when and how to report concerns</li> </ul> </li> <li>• skills and strategies to manage conflict             <ul style="list-style-type: none"> <li>• about sources of support and how to access them</li> </ul> </li> </ul>	
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