



Highclare School

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Background and Whole-School Principles

This policy is published on the School's website, and is available by request for each parent. This policy has been written in consultation with the following guidance:

- Guidance - PSHE Education, DfE, (updated February 2020)
- Education Act, 2002 Section 78
- Sex and Relationship Education Guidance (DfE06/07/200, as updated 2019)
- Relationships Education, Relationships and Sex Education (RSE) (2021)

Introduction

The purpose of this policy is to:

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Provide a basis for evaluating the effectiveness of the school RSE programme.
- Reinforce the role of the school in contributing to local and national strategies.

This policy applies to all staff, pupils, parents/carers and outside agencies working within the School. It will be reviewed on an annual basis and according to normal review procedure.

Rationale

From September 2020, all schools must have in place a written policy for Relationships and Sex Education (RSE). This policy sets out the framework for Relationships and Sex Education at Highclare School, providing clarity on how our RSE curriculum is informed, organised and delivered.

This policy was reviewed and developed in response to the following guidance:

- Keeping Children Safe in Education 2024
- Relationships Education, Relationships and Sex Education (RSE) and the DfE Sex and Relationships Guidance (2019)
- Sexual violence and sexual harassment between children in Schools and Colleges (DfE September 2021)
- Preventing and tackling Bullying (DfE 2017)

Young people learn about relationships and sex from a very young age. Some of the things they learn are incorrect, confusing and frightening; school should educate young people to help them to make sense of it all.

The DfE 'Sex and Relationship Guidance' (as updated 2019) recommends that '*Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives*'. The school has a key role, in partnership with parents/carers, in providing Relationships and Sex Education (RSE). The supplementary guidance RSE for the 21st Century states, '*Teaching RSE is vital - well done, it is enriching and enjoyable for teachers and pupils alike. It also helps the school fulfill their duties to protect, safeguard and promote the well-being of their pupils.*'

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

This policy should be read in conjunction with the following School policies:

- Safeguarding Policy (Child Protection Policy and Procedures)
- Anti-Bullying Policy

- Behaviour Policy
- Learning Support Policy
- Equal Opportunities Policy
- Curriculum Policy
- E-safety Policy
- ICT Acceptable Use Policy
- SMSC Policy

Legal Obligations:

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020.

Relationships Education is now compulsory for all pupils receiving primary education and Relationships and Sex Education is now compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in all schools.

The focus of Relationships Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. The aim of Relationships and Sex Education is to give young people the information they need to help to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

What is relationships and sex education (RSE)?

The term *relationships and sex education – RSE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information but is also 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 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.

According to DfE guidance RSE is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality and sexual health' (*DfE 'Sex and Relationship Guidance', 2000*).

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 set out 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 relationships and sex education was 'too little, too late and too biological'
- RSE plays a vital part in meeting schools' safeguarding obligations.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' well-being 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 well-being and their ability to achieve, and can play a crucial part in meeting these obligations.

Guiding Principles and Consultation

The RSE programme at Highclare School reflects the school ethos and demonstrates the following values:

- Respecting self and others
- Responsibility for own actions

In addition, Highclare School believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be inclusive and an entitlement for all young people. There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of the SEND and appropriate actions will be taken to mitigate this.
- Ensure that there is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst making it clear that it is never the fault of any child who is abused and why victim blaming is always wrong.
- Encourage students and teachers to share and respect each other's views and take account of the fact that young people may be discovering or understanding their sexual orientation or gender identity and all pupils

should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.

- Ensure that there is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for those different to themselves.
- Encourage every student to contribute.
- The School is aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.
- Ensure that there is an awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.
- Ensure that steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits on pupils based on their gender or any other protected characteristic.
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. The School aims to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Parents are consulted in respect to the RSE curriculum.
- Recognise that the wider community has much to offer and the School aims to work in partnership with other health and education professionals.

Parents do have the right to withdraw their child(ren) from some sex elements of the RSE curriculum in the Senior School. A summary is provided below to help clarify this right.

| Title | Definition | Applicable to: | Parental right to withdraw |
|---------------------------------|--|------------------------------|--|
| Relationships Education | The fundamental building blocks and characteristics of positive relationships; with particular reference to friendships, family relationships, and relationships with other children and adults | Highclare Preparatory School | There is no right to withdraw their child(ren) from this education. This is because any sex education delivered within the preparatory school will be contained within the national curriculum for science. |
| Relationships and Sex Education | The information the young people need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. | Highclare Senior School | There are two elements to this curriculum: <ul style="list-style-type: none"> • Relationships education (building on that provided in the primary settings) • Sex education Parents do not have the right to withdraw their child(ren) from the relationships education element. Parents do have the right to withdraw from those elements of sex education not contained within the national curriculum for science. The right to withdraw exists from the start of the U3 year (Yr7) up until the 15 th birthday of their child, i.e. 3 academic terms before they turn 16 years old. |

Main Aims

The overall aims of the Relationships and Sex Education programme here at Highclare School is to deliver high-quality, age-appropriate and ability appropriate RSE lessons as part of our overall planned school curriculum and ethos. We also aim to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. RSE is delivered in a non-judgmental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes will allow pupils to raise issues or ask questions which they may find embarrassing. The RSE programme aims to prepare pupils for an adult life in which they can:

1. Be prepared for puberty and adulthood
2. Dispel myths.
3. Develop respect and care for others.

4. Communicate effectively by developing appropriate terminology for sex and relationship issues.
5. Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
6. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
7. Explore a range of attitudes towards RSE issues and reach their own informed views and choices for a healthier lifestyle. They will develop positive values and a moral framework that will guide their decisions, judgments and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
8. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
9. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex with regards to child sexual exploitation (CSE), teen relationships and violence.
10. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
11. Understand active consent and the fact that they are free to make their own decisions. Understand that sex without consent is rape.
12. Have knowledge on female genital mutilation (FGM) and the implications of this on women and society.
13. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
14. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
15. Know how the law applies to sexual relationships.

Content

The programme followed at Highclare School is based on national guidelines provided by the DfE and is sensitive to the age and experience of our pupils. It is delivered mainly through the Science curriculum and PSHCE lessons/events, as well as informally through other subject areas and the ethos of the school. School assemblies are also used as a means of promoting appropriate values.

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.

Attitudes and values:

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

2. Highclare Preparatory School

Delivery of RSE at Highclare Preparatory School (Key Stages 1 and 2) (see appendix 5 for overview)

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children. This should be read in conjunction with the supplementary advice document 'Sex and Relationships Education (RSE) for the 21st Century', produced by the PSHE Association.

In the Preparatory School every pupil in KS1 and KS2 is provided with relationships education. School has a strong focus on relationship education in PSHCE lesson, sex education is covered in our science lessons. Relationships education will include teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

National Curriculum for Science:

Key Stage 1 (see appendix 2 and 3)

Pupils at this stage should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **(Yr1)**
- Pupils should have opportunities to learn the names of the main body parts (including head, neck arms , elbows etc **(Yr1)**.
- Should be taught to notice that animals including humans have offspring which grow into adults.**(Yr2)**
- Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene. **(Yr2)**
- Pupils should be introduced to the processes of reproduction and growth in animals...they should not be expected to understand how reproduction occurs.**(Yr2)**
- Growing into adults can include ref. To baby, toddler, child, teenager, adult.

Key Stage 2 (see appendix 2 and 3)

Pupils at this stage should learn to:

- Describe the differences as humans develop to old age. **(Yr5)**
- Draw a time line to indicate the growth and development of humans. They **should** learn about changes experienced in puberty. **(Yr5)**.
- Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows.**(Yr5)**
- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal .muscular and digestive system). **(Yr6)**
- Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird. **(Yr5)**
- Describe the life process of reproduction in some plants and animals. **(Yr5)**
- Pupils should find out about different types of reproduction and asexual reproduction in plants and sexual reproduction in animals. **(Yr5)**
- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. **(Yr6)**

Ethos of RSE in the Preparatory School

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantaged and looked after children.

It is the School's intention all children have the opportunity to experience a programme of RSE at a level that is appropriate for their age and physical development with differentiated provision if required.

Such a programme will follow the outline given below

EYFS (see appendix 1 for 'Ages and Stages' detail)

- Managing Self
Early Learning Goal – Health and Self-Care
Through our Startwell Activities, children learn the importance of good health and basic hygiene.
- Sense of Self
Early Learning Goal – Making Relationships
Children are supported to learn what it means to be a good friend and to be sensitive to others needs and feelings.
- Understanding the World
Early Learning Goal – People, Culture and Communities
Through topic based activities children are encouraged to talk about their families and people who are important to them.
Know some similarities and differences between different religious and cultural communities.

Key Stage 1

- Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHCE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They also learn about personal safety.

Key Stage 2

- In science children build on their knowledge of life cycles and learn about the biological changes associated with puberty and personal hygiene.
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Relationship education will focus on the development of skills and attitudes not just the acquisition of knowledge.
- Sex education is delivered through science lessons. Relationship education is delivered through science, RE, PSHCE, literacy activities, circle time. Classroom teachers and teaching assistants, teach relationship education and if appropriate, outside visitors such as the school nurse.
- A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role-play and drama groups to reinforce puberty, biological changes and relationship education.
- Relationship and Sex education is usually delivered in mixed sex groups. However, there may be occasions where single sex groups are more appropriate and relevant with at least two members of staff present.

Specific Issues at Key Stages 1 and 2

Parental consultation

Sex education will not be taught in KS1 and KS2 outside National Curriculum science

There is no right to withdraw from relationships education.

Safeguarding / Confidentiality

At Highclare School, there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online, as part of our over-arching curriculum.

Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The School's Safeguarding (Child Protection Policy and procedures) must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSE lessons must be shared with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) or senior leader in line with procedures for safeguarding. Pupils are made aware of how to raise their concerns or make a report and how any disclosure will be handled. This includes processes when they have a concern about a friend or peer. A member of staff cannot promise confidentiality if concerns exist.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible in an age-appropriate way but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

Visitors should complement but never substitute or replace planned provision. It is the PSHCE coordinator's and teacher's responsibility to plan the curriculum and lessons.

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

3. Highclare Senior School

Delivery of RSE at Highclare Senior School (Key Stages 3 and 4) (see appendix 6 and 7 for overview)

All pupils in the senior school are provided with relationship and sex education, except where a pupil is excluded from the sex education element (see below). Pupils will be given the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Within the senior school, curriculum content will build further on the areas introduced in primary, and including in addition: intimate and sexual relationships, including sexual health. Pupils should also be apprised of relevant legal provisions when topics are being taught, such as consent (including the age of consent), FGM, sexuality, gender identity, exploitation.

As well as a whole school approach, RSE is also part of our National Curriculum Science Programme.

Other aspects are delivered mainly via PSHCE lessons/events but may also occur in other subject areas, such as RE. RSE is taught mainly via:

- PSHCE lessons: relationships and healthy lifestyles units
- RSE specific events: relationships, feelings STI's and contraception
- Healthy Lifestyles events
- Key stage 3 Science
- Key stage 4 Science
- Key stage 3 and 4 PSHCE units looking at rights, relationships, morals and values
- Informally through other lessons dealing with relationships, sex and relationship issues and through the ethos of the school.
- PSHCE discussion topics are used by form tutors to generate class discussion and raise awareness of topic.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. The School endeavours to consistently have an approach that is educational.

PSHCE is taught in the context of relationships using a variety of formal and informal strategies and opportunities. This helps all young people to develop their self-esteem and emotional wellbeing, thus helping them to form and maintain worthwhile and satisfying relationships, which are based upon respect for themselves and for others.

Specific Issues at Key Stages 3 and 4:

Inclusion

All children and young people – whatever their experience, background and identity – are entitled to quality relationships and sex education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include

pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

With Highclare School having such a diverse range of pupils and needs teachers prepare learning plans to meet individual needs and therefore all pupils are able to access RSE within Highclare School.

Teachers should never assume that all intimate relationships are between opposite sexes. All sexual health information should be inclusive and should include lesbian, gay bisexual and transgender (LGBT) people in case studies, scenarios and role-plays. Boys and girls can explore topics from a different gender's point of view, and a variety of activities – including practical tasks, discussions, group activities and competitions – can provide something for everyone.

Outside Agencies

As outlined above, outside agencies are used to compliment the RSE programme following the guidelines for working with visitors in schools.

Health professionals

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

PARENTAL CONSULTATION AND THE RIGHT TO WITHDRAW

Most of a pupil's informal relationships and sex education occurs within the family and the school's programme will complement and build on this. The School will share responsibility for the education of pupils, with parents, who will be kept informed via sharing of the RSE policy, a letter outlining RSE events, and links on the school website.

Parents have the right to withdraw their children from some or all of the sex education delivered as part of the statutory RSE, dedicated sex education lessons, except from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

There is no right to withdraw from relationship education.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are welcome to review any RSE resources the school may use. The School has regular contact with parents through the mentoring system and encourage discussions on RSE within the curriculum. The School offers parents opportunities to visit School to discuss the curriculum either at specific meetings, at our Parents' Evenings or on an individual basis if requested.

4. Confidentiality and Safeguarding:

The school takes its role in the promotion of student welfare seriously. Staff will endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial / pastoral system. They offer a listening ear and, where appropriate, information and advice. Key Stage Coordinators, Deputy Head Pastoral, well-being mentor and school nurse in the Senior School offer additional support and advice as requested and age appropriate literature is made available.

Where appropriate, students are referred to outside agencies. The school will keep up to date about the development of local services and national help lines for young people promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made.

5. Monitoring and Evaluation

Highclare School is committed to ensuring that the Relationships and Sex Education (RSE) programme is effective, relevant, and responsive to the needs of all pupils. The delivery and impact of the RSE curriculum will be regularly monitored and evaluated as part of the school's wider curriculum review cycle.

Monitoring will include feedback from pupils, staff, and parents/carers to ensure that content remains age-appropriate, inclusive, and reflective of pupil voice. Lesson observations, planning scrutiny, and staff reflection will also support the evaluation process. The PSHE/RSE curriculum leader will oversee this process, ensuring any necessary adaptations are made in response to changes in statutory guidance or school context.

Findings from this ongoing evaluation will inform the annual review of this policy and the future development of the RSE curriculum. All updates and amendments will be shared with key stakeholders, including parents/carers and governors.

6. Appendices

1. EYFS Tracker – Personal, Social and Emotional Development and Understanding the World
2. Preparatory School: Physical Health and Mental Wellbeing
3. Preparatory School: Relationship Education
4. Course Content - Loudmouth
5. Preparatory School PSHCE Curriculum Overview
6. Senior School: KS3 Curriculum Coverage Grid
7. Senior School: KS4 Curriculum Coverage Grid

Links with other policies:

- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- E-safety Policy
- ICT Acceptable Use Policy
- Learning Support Policy
- Safeguarding Policy (Child Protection Policy and Procedures)
- SMSC Policy

These policies are available on request from the School and on Highclare Virtual, our VLE.

| | | | |
|--------------------|----------------------------|---------------------|----------------------------|
| Written by: | Confirmed by Board: | Review Cycle | Most recent review: |
| AMM / PEB | Spring 2018 | Annual | September 2025 |

Appendix 1 – EYFS PSED and Understanding the World

Personal, Social and Emotional Development

| | Birth to three - babies, toddlers and young children | 3 & 4-year-olds | Children in reception | EL Goals |
|-------------------------------|--|---|---|--|
| Self-Regulation | <ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Learn to use the toilet with help, and then independently. | <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Manage their own needs: - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions |
| Managing Self | <ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. | <ul style="list-style-type: none"> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. | <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| Building Relationships | <ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. | <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Begin to understand how others might be feeling. | <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. | <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs |



Understanding the World

| | Birth to three - babies, toddlers and young children | 3 & 4-year-olds | Children in reception | EL Goals |
|--|---|---|---|---|
| Past and Present | | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. | <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling |
| People, Culture and Communities | <ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. | <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps |
| The Natural World | <ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. | <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |



Appendix 2 – Physical Health and Mental Wellbeing
By the end of primary school:

| | |
|---|---|
| <p>Mental Wellbeing</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| <p>Internet safety and harms</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online |
| <p>Physical health and fitness</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health |
| <p>Healthy eating</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. |

| | |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene, including visits to the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. about immunisations. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 3 – Relationship Education

By the end of primary:

| | |
|---|---|
| <p>Families and people who care for me</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| <p>Caring friendships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| <p>Respectful friendships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| <p>Online relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| Being safe | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. |

Appendix 4 – Course content – Loudmouth

'My Mate Fancies You' - Fun theatre in education programme on puberty & transitions.

This programme teaches about the range of physical and emotional changes that take place in the adolescent body during puberty.

'Helping Hands' - The programme uses age appropriate drama and discussion workshops to support children in learning about safe contact with others. Using the NSPCC's PANTS rule as the central theme the Safe Team teaches the children about safe and unsafe secrets and body contact as well as recognising the feelings that may occur when you feel unsafe. The programme explores difficult topics such as domestic abuse and child sexual abuse and exploitation in a safe and gentle way.

'Bully 4 U' - Helping children to spot and prevent bullying and explore strategies to protect their mental wellbeing. This lively drama and discussion workshop helps children to identify a range of bullying types e.g. cyberbullying, understand the impact it can have, the importance of mental wellbeing and how/where to get help.

Appendix 5

Highclare Preparatory School

PSHCE Curriculum Whole School Overview (based on the PSHE Association Toolkit)

Each set of lessons is based on a ten week period with a group of 'Rights and Responsibilities' planned for the first week in September as a stand-alone unit. Additional topics will be covered during 'Themed Weeks', assemblies and visiting theatre groups.

| | Set 1 | | | Set 2 | | | Set 3 | | |
|-----|---|---|---|-------------------------------|--|--|----------------|---|---|
| | Rights & Responsibilities | Healthy Lifestyles | Feelings and emotions | Money | Growing and Changing | Healthy relationships | Environment | Keeping safe | Valuing difference |
| Yr1 | L1/2 Classroom rules | H1 health, well-being, healthy eating, physical activity, sleep, dental health H6/H7 hygiene, cleanliness H16 privacy, respecting privacy | R1 communicating feelings | L6/L7 money, spending, saving | H3 achievements, strengths goals target setting H5 change, loss H8/H9 growing, changing, young to old, independence H10 correct terminology for body parts, external genitalia | R3 secrets, surprises, safety R9 special people, caring | L5 environment | H11 medicines, household products, safety, risk H12 safety, road, water, rail, fire, online, rules | R5 sharing, discussion, views, opinions R8 people, similarities, differences |
| | L8 everybody, individual, unique L9 people similarities, commonalities L10 community, special people, help, emergencies | | | | | | | | |
| Yr2 | L1/2 Classroom rules | H2 health, likes, dislikes, choices H4 managing feelings | R1 communicating feelings, empathy R2/R4/R12 behaviour, fair/unfair, right/wrong | L6/L7 money, spending, saving | H8/H9 growing, changing, young to old, independence H10 correct terminology for body parts, external genitalia | R10 physical contact, touch, acceptable, unacceptable R11 feelings, bodies, hurt, comfortable, teasing, bullying R13/R14 teasing, bullying | L5 environment | H11 medicines, household products, safety, risk H12 safety, road, water, rail, fire, online, rules | R5 sharing, discussion, views, opinions R8 people, similarities, differences |
| | L3 rights and responsibilities L4 groups and communities | | | | | | | | |

| | | | | | | | | | |
|-----|---|--|--|--|---|---|--|--|--|
| Yr3 | L1-4 Discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, human rights and children's rights | H1/2 balanced lifestyles, choices, health, well-being | R1 feelings, empathy, recognising others' feelings R9 confidentiality, secrets, surprises, personal safety R10 listening, viewpoints, opinions, respect R15 dares, challenges | L13 money, spending, saving, budgeting L14 money, interest, loan, tax, debate | H5 achievements, aspirations, goals, strengths, target setting H6/H7 conflicting emotions, feelings, managing feelings H8 change, transitions, loss, separation, divorce, bereavement | R2/R4 friendships, families, couples, positive relationships R7 actions, behaviour, consequences R8 physical contact, touch, acceptable, unacceptable | L7 rights, duties, home, school, environment | H9/H10/H11 risk, danger, hazard, responsibility, safety H21 safety, roads, cycle, rail, water, fire H22 /H25 safety, online, personal information, passwords, images H23 advice, support, asking for help | R13 people, similarities, difference, equality R14/R18 bullying, discrimination, aggressive behaviour R16 stereotypes |
| | L6 anti-social behaviour, aggression, bullying, discrimination L8 resolving differences, points of view, decisions, choices L9/10 communities, volunteers, pressure groups, health and well-being | | | | | | | | |
| Yr4 | L1-4 Discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, human rights and children's rights | H4 media, images, reality/fantasy, true/false H12 bacteria, viruses, hygiene routines H16 habits H17 drugs, alcohol, tobacco, medicines, caffeine | R9 confidentiality, secrets, surprises, personal safety R15 dares, challenges | L15 resources, sustainability, economics, choices, environment L16 enterprise, enterprise skills, entrepreneurs | H18 puberty, physical and emotional changes | R8 physical contact, touch, acceptable, unacceptable R12 disputes, conflict, feedback, support, negotiation, compromise R21 privacy, sharing, personal boundaries | L7 rights, duties, home, school, environment | H13/14 pressure, managing pressure, pressure, influences, media, peer pressure H15 emergency aid, help, safety rules H22 /H25 safety, online, personal information, passwords, images | R10 listening, viewpoints, opinions, respect R11 collaborative working, shared goals R14/R18 bullying, discrimination, aggressive behaviour R16 stereotypes |
| | L11 people, difference, diversity, identity, UK L12 people, places, values, customs | | | | | | | | |

| | | | | | | | | | |
|-----|---|--|---|---|--|--|---|---|--|
| Yr5 | <p>L1-4 Discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, human rights and children's rights</p> <p>L5 Practices against human rights</p> <p>L6 anti-social behaviour, aggression, bullying, discrimination</p> | <p>H1/2 balanced lifestyles, choices, health, well-being</p> <p>H3 balanced diet, choices, food, influences</p> | <p>R1 feelings, empathy, recognising others' feelings</p> <p>R9 confidentiality, secrets, surprises, personal safety</p> <p>R15 dares, challenges</p> | <p>L13 money, spending, saving, budgeting</p> <p>L14 money, interest, loan, tax, debate</p> | <p>H5 achievements, aspirations, goals, strengths, target setting</p> <p>H6/H7 conflicting emotions, feelings, managing feelings</p> <p>H8 change, transitions, loss, separation, divorce, bereavement</p> | <p>R7 actions, behaviour, consequences</p> <p>R11 collaborative working, shared goals</p> <p>R12 disputes, conflict, feedback, support, negotiation, compromise</p> | <p>L7 rights, duties, home, school, environment</p> <p>L15 resources, sustainability, economics, choices, environment</p> | <p>H21 safety, roads, cycle, rail, water, fire</p> <p>H22 /H25 safety, online, personal information, passwords, images</p> <p>H24 mobile phones, responsibility, safe use</p> | <p>R10 listening, viewpoints, opinions, respect</p> <p>R13/R16/R17 people, equality, identity, stereotypes, discrimination</p> <p>R14/R18 bullying, discrimination, aggressive behaviour</p> |
| Yr6 | <p>L1-4 Discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, human rights and children's rights</p> <p>L6 anti-social behaviour, aggression, bullying, discrimination</p> | <p>H4 media, images, reality/fantasy, true/false</p> <p>H16 habits</p> <p>H17 drugs, alcohol, tobacco, medicines, caffeine</p> | <p>R2/R4 friendships, families, couples, positive relationships</p> <p>R3 relationships, unhealthy, pressure</p> <p>R7 actions, behaviour, consequences</p> <p>R8 physical contact, touch, acceptable, unacceptable</p> | <p>L16 enterprise, enterprise skills, entrepreneurs</p> | <p>H18 puberty, physical and emotional changes</p> | <p>R5/R19 committed loving relationships, civil partnerships, and marriage</p> <p>R6/R20 forced marriage</p> <p>R10 listening, viewpoints, opinions, respect</p> <p>R11 collaborative working, shared goals</p> <p>R21 privacy, sharing, personal boundaries</p> | <p>L7 rights, duties, home, school, environment</p> <p>L15 resources, sustainability, economics, choices, environment</p> | <p>H9/H10/H11 risk, danger, hazard, responsibility, safety</p> <p>H15 emergency aid, help, safety rules</p> | <p>R10 listening, viewpoints, opinions, respect</p> <p>R13/R16/R17 people, equality, identity, stereotypes, discrimination</p> <p>R14/R18 bullying, discrimination, aggressive behaviour</p> |

Appendix 6

PSHE Curriculum Coverage Grid KS3

| Living In the Wider World | | | | | | | |
|--|--|---|--|----------------------------|--------------|-----|-----|
| This core theme focuses on: | | | | | | | |
| 1. about respect for self and others and the importance of responsible behaviours and actions | | | | | | | |
| 2. about rights and responsibilities as members of families, other groups and ultimately as citizens | | | | | | | |
| 3. about different groups and communities | | | | | | | |
| 4. to respect diversity and equality and how to be a productive member of a diverse community | | | | | | | |
| 5. about the importance of respecting and protecting the environment | | | | | | | |
| 6. about where money comes from, keeping it safe and the importance of managing it effectively | | | | | | | |
| 7. the part that money plays in people's lives | | | | | | | |
| KEY | | | | | | | |
| Rights & Responsibilities | | Money | | Caring for the Environment | | | |
| Theme | Topic | | | | Year Covered | | |
| L1 | Developing skills and aspirations for school life including respecting others and the surrounding environment. | | | | Yr7 | Yr8 | Yr9 |
| L2 | Understanding teamwork and enterprise skills by making decisions and explaining choices. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices | | | | Yr7 | Yr8 | Yr9 |
| L3 | Setting goals by identifying learning strengths that are adaptable across subjects. | | | | Y7 | Yr8 | Yr9 |
| L4 | Employability skills and online presence including how to be enterprising. Learning skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity | | | | | Yr8 | Yr9 |
| L5 | Researching careers and the different pathways that lead to them. | | | | | | Yr9 |
| L6 | to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | | | | | | |
| L7 | Equality of opportunity in careers and life choices. to consider the lives of people living in other places, and people with different values and customs | | | | | | Yr9 |
| L8 | How to challenge stereotypes and discrimination in relation to work and pay. | | | | Yr7 | Yr8 | Yr9 |
| L9 | Learning about employment, self-employment and voluntary work and how lifestyle may affect these choices. | | | | | Yr8 | Yr9 |
| L10 | to recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being | | | | | | |
| L11 | about ethical and unethical business practices and consumerism | | | | | | Yr9 |
| L12 | How to manage feelings and worries relating to future employment. | | | | | Yr8 | Yr9 |
| L13 | Financial decision making. Learning how to save money. Understanding loans and mortgages. How to budget and make financial choices | | | | Yr7 | Y8 | Yr9 |
| L14 | L14 | Develop the meaning of digital literacy, online safety, media reliability, and the dangers of gambling. | | | Yr7 | Yr8 | Yr9 |
| L15 | How to identify and access support for concerns relating to life online | | | | Yr7 | Yr8 | Yr9 |
| L16 | L16 | about the law and illegal financial activities, including fraud and cybercrime | | | | | Yr9 |
| L17 | how to give and act upon constructive feedback | | | | Yr7 | Yr8 | Yr9 |
| L18 | about GCSE and post-16 options | | | | | | |
| L19 | L19 | to explore and critique how the media present information | | | | Yr8 | |
| L20 | L20 | to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others | | | Yr7 | Yr8 | Yr9 |

Health and Well-being

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and well-being
3. how to manage risks to physical and emotional health and well-being
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and well-being and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and well-being

| Key | | | | | |
|--------------------|--|--------------------|-----|--------------|--|
| Healthy Lifestyles | | Growing & Changing | | Keeping Safe | |
| Theme | Topic | Year Covered | | | |
| H1 | what positively and negatively affects their physical, mental and emotional health | Yr7 | Yr8 | Yr9 | |
| H2 | how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' | | Yr8 | Yr9 | |
| H3 | to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | Yr7 | Yr8 | Yr9 | |
| H4 | how to make healthy lifestyle choices including diet, dental health, physical activity and sleep | Yr7 | Yr8 | | |
| H5 | how to manage influences relating to caffeine, smoking and alcohol | | | Yr9 | |
| H6 | to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves | | Yr8 | | |
| H7 | to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | Yr7 | Yr8 | Yr9 | |
| H8 | to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others | Yr7 | | | |
| H9 | to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | Yr7 | Yr8 | Yr9 | |
| H10 | about change, including transitions: loss, separation, divorce and bereavement | Yr7 | | Yr9 | |
| H11 | personal safety strategies and travel safety, e.g. road, rail and water. How to respond in an emergency situation and basic first aid | Yr7 | Yr8 | Yr9 | |
| H12 | that bacteria and viruses can affect health and that following simple routines can reduce their spread | | Yr8 | | |
| H13 | how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media | | Yr8 | Yr9 | |
| H14 | to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong | | Yr8 | | |
| H15 | how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively | | | Yr9 | |
| H16 | school rules about health and safety, basic emergency first aid procedures, where and how to get help | Yr7 | | | |
| H17 | which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others | Yr7 | | Yr9 | |
| H18 | how their body will, and their emotions may, change as they approach and move through puberty | Yr7 | Yr8 | | |

| | | | | |
|-----|--|-----|-----|-----|
| H19 | about human reproduction | Yr7 | | |
| H20 | about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers | Yr7 | Yr8 | Yr9 |
| H21 | Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others | Yr7 | Yr8 | Yr9 |
| H22 | how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request | Yr7 | Yr8 | Yr9 |
| H23 | to manage risk in relation to gangs and about the legal and physical risks of carrying a knife | | | Yr9 |
| H24 | Understanding county lines and what is meant by youth violence, gang involvement and criminal exploitation of children. | | Yr8 | Yr9 |
| H25 | To understand what is meant by honour based violence and how to report or deal with the situation. | | Yr8 | Yr9 |
| H26 | What is meant by upskirting and how this is a criminal offence. | Yr7 | Yr8 | Yr9 |

Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

KEY

| Feeling & Emotions | | Healthy Relationships | | Valuing Differences | |
|--------------------|--|-----------------------|-----|---------------------|--|
| Theme | Topic | Year Covered | | | |
| R1 | to recognise and respond appropriately to a wider range of feelings in others | Yr7 | Yr8 | Yr9 | |
| R2 | to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | Yr7 | Yr8 | Yr9 | |
| R3 | to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support | | | Yr9 | |
| R4 | to recognise different types of relationship, including those between acquaintances, friends, relatives and families | Yr7 | | | |
| R5 | how to evaluate expectations for romantic relationships. The understanding of consent, and how to seek and assertively communicate consent | Yr7 | Yr8 | Yr9 | |
| R6 | about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex | | | Yr9 | |
| R7 | how the portrayal of relationships in the media and pornography might affect expectations | | | Yr9 | |
| R8 | how to assess and manage risks of sending, sharing or passing on sexual images | | Yr8 | Yr9 | |
| R9 | about STIs, effective use of condoms and negotiating safer sex | | | Yr9 | |
| R10 | that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment | | Yr8 | Yr9 | |
| R11 | that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves | Yr7 | Yr8 | Yr9 | |

| | | | | |
|-----|---|-----|-----|-----|
| R12 | the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' | Yr7 | Yr8 | |
| R13 | to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view | Yr7 | Yr8 | Yr9 |
| R14 | about identity, rights and responsibilities , living in a diverse society and how to challenge prejudice, stereotypes and discrimination. | Yr7 | Yr8 | Yr9 |
| R15 | to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves | Yr7 | Yr8 | Yr9 |
| R16 | that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) | Yr7 | | Yr9 |
| R17 | to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) | Yr7 | Yr8 | Yr9 |
| R18 | about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering | Yr7 | Yr8 | |
| R19 | how to manage relationship and family changes, including relationship breakdown, separation and divorce | Yr7 | Yr8 | Yr9 |
| R20 | To have an understanding of gender identity, transphobia and gender-based discrimination. How to recognise and challenge homophobia and biphobia | Yr7 | Yr8 | Yr9 |
| R21 | how to recognise and challenge racism and religious discrimination | Yr7 | Yr8 | |
| R22 | how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) | Yr7 | | |
| R23 | that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership | Yr7 | Yr8 | |
| R24 | that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others | | Yr8 | Yr9 |
| R25 | about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex | | Yr8 | Yr9 |
| R26 | to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy | Yr7 | Yr8 | Yr9 |

Appendix 7

PSHE Curriculum Coverage Grid KS4

Living In the Wider World

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives

KEY

Rights & Responsibilities

Money

Caring for the Environment

| Theme | Topic | | Year Covered | |
|-------|--|---|--------------|------|
| L1 | Developing an understanding of the surrounding environment | | Yr10 | Yr11 |
| L3 | Setting goals by identifying learning strengths that are adaptable across subjects/higher education/further education | | Yr10 | Yr11 |
| L4 | Employability skills and online presence including how to be enterprising. Learning skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity | | Yr10 | Yr11 |
| L5 | Researching careers and the different pathways that lead to them. Understanding responsibilities in the workplace Understanding rights, responsibilities and challenges in relation to working part time whilst studying | | Yr 10 | Yr11 |
| L7 | Equality of opportunity in careers and life choices. to consider the lives of people living in other places, and people with different values and customs | | Yr10 | Yr11 |
| L8 | How to challenge stereotypes and discrimination in relation to work and pay. | | | Yr11 |
| L9 | Learning about employment, self-employment and voluntary work and how lifestyle may affect these choices. | | Yr10 | |
| L10 | to recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being | | | Yr11 |
| L11 | about ethical and unethical business practices and consumerism | | | Yr11 |
| L12 | How to manage feelings and worries relating to future employment. | | | Yr11 |
| L13 | Financial decision making. Learning how to save money. Understanding loans and mortgages. How to budget and make financial choices. How to prevent and manage debt, including understanding credit rating and pay day lending | | Yr10 | Yr11 |
| L14 | L14 | Develop the meaning of digital literacy, online safety, media reliability, and the dangers of gambling. Understanding strategies for managing influences related to gambling, including promotional online websites. | Yr10 | |
| L15 | How to identify and access support for concerns relating to life online and how to maintain a positive personal presence online | | | Yr11 |
| L16 | L16 | about the law and illegal financial activities, including fraud and cybercrime | Yr10 | |
| L18 | Post-16 options Developing effective revision techniques and strategies Understanding application processes, including writing CVs, personal statements and interview technique | | | Yr11 |
| L19 | L19 | to explore and critique how the media present information | Yr10 | |
| L20 | L20 | to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others | Yr10 | |

Health and Well-being

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and well-being
3. how to manage risks to physical and emotional health and well-being
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and well-being and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and well-being

Key

Healthy Lifestyles

Growing & Changing

Keeping Safe

| Theme | Topic | Year Covered | |
|-------|--|--------------|------|
| | | | |
| H1 | what positively and negatively affects physical, mental and emotional health understanding the signs. | Yr10 | |
| H2 | how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' | Yr10 | |
| H3 | to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | Yr10 | |
| H4 | how to make healthy lifestyle choices including diet, dental health, physical activity and sleep | Yr10 | |
| H5 | how to manage influences relating to caffeine, smoking and alcohol | | Yr11 |
| H6 | to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves | Yr10 | Yr11 |
| H9 | to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | Yr10 | |
| H10 | about change, including transitions: loss, separation, divorce and bereavement | Yr10 | |
| H13 | how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media | Yr10 | |
| H14 | to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong | | Yr11 |
| H15 | how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively | Yr10 | |
| H17 | which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others how to keep self and others safe in situations that involve substance use | Yr10 | Yr11 |
| H20 | about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers | Yr10 | Yr11 |
| H21 | Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others | Yr10 | Yr11 |
| H22 | how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request | Yr10 | Yr11 |

| | | | |
|-----|--|------|------|
| H23 | to manage risk in relation to gangs and about the legal and physical risks of carrying a knife exit strategies for pressurised or dangerous situations | Yr10 | Yr11 |
| H24 | Understanding county lines and what is meant by youth violence, gang involvement and criminal exploitation of children. About the media's impact on perceptions of gang culture | Yr10 | Yr11 |
| H25 | To understand what is meant by honour based violence and how to report or deal with the situation. | Yr10 | Yr11 |
| H26 | What is meant by upskirting and how this is a criminal offence. | Yr10 | Yr11 |

Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

KEY

| Feeling & Emotions | | Healthy Relationships | Valuing Differences | |
|--------------------|---|-----------------------|---------------------|------|
| Theme | Topic | | Year Covered | |
| R1 | to recognise and respond appropriately to a wider range of feelings for others | | Yr10 | |
| R2 | to recognise relationship values and the role of pleasure in relationships | | Yr10 | Yr11 |
| R3 | to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support | | | Yr11 |
| R4 | about myths, assumptions, misconceptions and social norms about sex, gender and relationships | | Yr10 | Yr11 |
| R5 | how to evaluate expectations for romantic relationships. The understanding of consent, and how to seek and assertively communicate consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support | | Yr10 | Yr11 |
| R6 | about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about asexuality, abstinence and celibacy | | Yr10 | Yr11 |
| R7 | how the portrayal of relationships in the media and pornography might affect expectations | | | Yr11 |
| | how to recognise and challenge victim blaming | | Yr10 | Yr11 |
| R8 | how to assess and manage risks of sending, sharing or passing on sexual images about the opportunities and risks of forming and conducting relationships online | | Yr10 | |
| R9 | about STIs, effective use of condoms and negotiating safer sex | | | Yr11 |
| R11 | that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves | | Yr10 | |
| R14 | about identity, rights and responsibilities, living in a diverse society and how to challenge prejudice, stereotypes and discrimination. | | Yr10 | |
| | about gender identity, gender expression and sexual orientation | | Yr10 | Yr11 |
| R15 | to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves | | Yr10 | |
| R16 | that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) | | Yr10 | |

| | | | |
|-----|---|------|------|
| R17 | to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) | Yr10 | |
| R18 | about fertility, including how it varies and changes about pregnancy, birth and miscarriage about unplanned pregnancy options, including abortion | | Yr11 |
| R19 | how to manage relationship and family changes, including relationship breakdown, separation and divorce | Yr10 | |
| R20 | To have an understanding of gender identity, transphobia and gender-based discrimination. How to recognise and challenge homophobia and biphobia about gender identity, gender expression and sexual orientation | Yr10 | |
| R24 | that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others | Yr10 | |
| | how to challenge harassment and stalking, including online | | Yr11 |
| | about the risks of 'sexting' and how to manage requests or pressure to send an image | Yr10 | Yr11 |
| R25 | about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex | Yr10 | Yr11 |
| | how to recognise and respond to extremism and radicalisation | Yr10 | Yr11 |
| | about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions | Yr10 | |