



Abbey Gate College

POLICY: PSHE & RSE Policy	
Scope	Whole College
Responsibility	Head of PSHE
Review & Update	September 2021
Governor Approval	Andrew Grime

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Policy Statement (1)

This policy covers the College's approach to the teaching of Personal, Social & Health Education (PSHE), which includes the statutory elements of RSE, (Relationships and Sex Education), as an important and necessary part of all pupils' education. Throughout the whole College we provide a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life.

The guidelines consist of a framework for personal, social health and economic education for Key Stages 1, 2, 3, 4 and Sixth Form. Together with the promotion of a tolerant and diverse culture, students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting people, their differences, and their lifestyle choice
- developing an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In preparing this document, consideration has been given to:

- Education Act, (1996)
- Learning And Skills Act, (2000)
- Education And Inspections Act, (2006)
- Equality Act, (2010)
- Supplementary Guidance: SRE for the 21st Century, (2014)
- Keeping Children Safe In Education – Statutory Safeguarding Guidance, (2018 and revised 2021)
- Children And Social Work Act, (2017)

Resources and supplementary guidance are taken from:

- PSHE Association
- Sex Education Forum's 12 Principles Of Good Quality RSE (appendices)
- Children's charities, e.g. Childline / NSPCC / etc.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to relevant parties in accordance with our *Provision of Information* policy. This policy should be read in conjunction with the College's *Curriculum, Equal Opportunity, SEND* and *Safeguarding* policies.

- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of personnel changes.

Key Personnel

- 1) Corinna Travis: Assistant Head of Infant & Junior School (i/c PSHE for EYFS, KS1 & KS2)
- 2) Emma Sanders: PSHE Co-ordinator (i/c PSHE for KS3 & KS4)
- 3) Carole Houghton: Deputy Head of Sixth Form (i/c PSHE for Sixth Form)
- 4) Nerys Moses: Head of Pastoral (line manager for PSHE in Senior School)
- 5) Craig Jenkinson: Head
- 6) Marie Hickey: Head of Infant & Junior School
- 7) Andrew Grime: Chair of Governing Body
- 8) Tim Stanley: Governor responsible for PSHE & RSE

Practice (1) – Introduction

The aim for PSHE education is to support the College's overarching aims and objectives to promote the spiritual, moral, cultural, mental and physical development of pupils to provide them with life-skills. These opportunities are also embedded within the curriculum as well as in Form Times, Assemblies, and broader experiences beyond the curriculum.

The PSHE programme is developed to:

- 1) Facilitate the pupil's personal growth and development through their own active participation.
- 2) Develop skills and attributes such as resilience, self-esteem, self-knowledge, self-confidence, risk management, team working and critical thinking to promote good mental well-being.
- 3) Help the individual move towards being a self determining adult, able to make decisions, set goals and adapt to change and be able to develop their confidence and self awareness.
- 4) Help the individual acquire important social and coping skills in thinking, feeling, decision making, communication and action.
- 5) Reinforce the idea of making positive choices with the topics of alcohol, drugs, smoking, sex and relationship education, career education and guidance.
- 6) Understand and enhance their spiritual, moral, cultural, physical and mental development.
- 7) Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices.

- 8) Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health.
- 9) Ensure the active promotion of fundamental British values (FBV).
- 10) Assist and enable pupils to distinguish right from wrong and to respect the civil and criminal law of the UK;
- 11) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 12) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK.
- 13) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 14) Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 15) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in the UK.

Teaching takes into account the ability, age, readiness and cultural backgrounds of all pupils and those with English as a second language, to ensure that all can fully access the PSHE educational provision.

RSE comprises part of the PSHE curriculum, although it has its own distinct focus. Staff delivering either or both curriculums will ensure that learning and topic content is always age appropriate. Pupils will experience different modes of delivery and staff will ensure pupils are aware of how to access additional information and support if required. Staff will deliver the content set out by the Government in a spiral curriculum which will allow learning / understanding to progress throughout the Key Stages. A spiral curriculum will allow for building of knowledge whilst maintaining the age appropriate delivery aspect. There will also be some cross-curricular links with other subject areas which will complement the delivery of RSE and PSHE, (e.g. CS, science, geography, RE, drama, PE).

The PSHE and RSE curriculums are designed to empower children with knowledge in order to make informed decisions. The curriculums are designed to reflect life issues and balance skills, knowledge and personal attributes alongside academic development to provide well rounded and well-informed individuals.

Abbey Gate College covers all statutory aspects of the PSHE and RSE curriculums in ways which are designed to meet the needs and requirements of our school community - if they are not relevant, they will not be effective. The curriculums are broad and balanced in nature and reflective of society. The delivery of PSHE and RSE promotes development of spiritual, moral, cultural, mental and physical attributes of pupils in order to help prepare them for opportunities, responsibilities and experiences in later life. We are not aiming to merely teach the Government requirements, we are striving to embed

an ethos of the broader issues of life – and the impact of them - into the provision of our rich and holistic pastoral approach to school life and education.

PSHE and RSE curriculums directly link with each other. Skills such as communication, self-esteem, decision making, assertiveness and self-belief clearly attribute themselves to both curriculum areas.

It is difficult to state that all topics in the respective curriculums are delivered as individual units as there is much natural weaving between topics and key issues. Links and overlap naturally occur and this cohesive, binding element of the curriculums forms the basis of good foundations of knowledge being built upon over time.

At all times, lessons and messages will reflect British law and the values of British society. It is important that pupils clearly understand the law and associated consequences or legal implications resulting from not abiding by the law. We are trying to foster good morals into our pupils so they may have integrity in later life.

Aspects of faith and religion will also be addressed comparing the similarities and differences of beliefs where appropriate. As with all elements of the curriculum teachers would encourage balanced and respectful debate.

Practice (2) – PSHE Curriculum Provision & Promoting Fundamental British Values (FBVs)

PSHE is delivered through three overlapping linked 'Core Themes'.

The Core Themes are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World, Economic Wellbeing, Careers and the World of Work

Throughout the programme it is recognised that PSHE development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in Autumn 2014 about 'fundamental British values'.

British values underlying public life have been summarised as 'including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs'. It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

The scheme of work acknowledges that:

- 1) Values underlying public life are broadly the same in all democratic countries
- 2) Each country has its own history and context

- 3) All pupils need a sense of belonging, respecting identity, individual loyalties and affiliations, and experience.
- 4) Negative and demeaning stereotypes must be challenged
- 5) Values are frequently controversial; open-mindedness and critical thinking are required to clarify thought
- 6) Understandings of 'Britishness' should be inclusive

This programme aims to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

Practice (3) – PSHE Programme of Study for Health & Wellbeing

Pupils are taught:

- 1) how to maintain balanced and good physical, mental and emotional health and wellbeing including sexual health
- 2) about parenthood and the consequences of teenage pregnancy
- 3) how to assess and manage risks to health and to stay, and keep others, safe
- 4) how to identify and access help, advice and support
- 5) how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- 6) how to respond in an emergency including administering first aid
- 7) the role and influence of the media on lifestyle.

Practice (4) – PSHE Programme of Study for Relationships

Pupils are taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- 2) how to recognise and manage emotions within a range of relationships
- 3) how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- 4) about the concept of consent in a variety of contexts (including in sexual relationships) and be able to relate this to UK law and British Values.
- 5) about managing loss including bereavement, separation and divorce
- 6) to respect equality and be a productive member of a diverse community
- 7) to encourage respect for other people even if they choose to follow a lifestyle that one would not choose to follow oneself
- 8) how to identify and access appropriate advice and support
- 9) the legal framework for marriage and equality for same sex couples under the Marriage (Same Sex Couples) Act 2013
- 10) the importance of e-safety to enable them to remain both safe and legal within and beyond the classroom.

Practice (5) – PSHE Programme of Study for Living in the Wider World, Economic Wellbeing, Careers & the World of Work

Pupils are taught:

- 1) about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- 2) how to make informed choices and be enterprising and ambitious
- 3) how to develop employability, team working and leadership skills and develop flexibility and resilience
- 4) about the economic and business environment
- 5) how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Practice (6) – PSHE Roles & Responsibilities

Staff identified in *Key Personnel* are respectively responsible for:

- 1) ensuring that the PSHE is at the heart of the school curriculum, ensuring that British Values are fundamental to our teaching and learning
- 2) the overall planning, implementation and review of the programme
- 3) ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHE
- 4) organising the delivery of PSHE through a team of dedicated teachers and specialist outside agencies
- 5) Identifying training needs for staff for the delivery of the programme
- 6) ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – see teaching methods and learning approaches

The Head of Pastoral leads the review of policy and implementation across the College, in liaison with the Head and the Head of Infant & Junior School.

Confidentiality is important when discussing social and emotional topics; therefore, if some students find areas of the work challenging and distressing for a number of reasons, the teacher may find it necessary to refer to the Safeguarding Policy and/or the Designated Safeguarding Lead (DSL).

PSHE has discrete allocation within the curriculum, but is also an integral part of the whole curriculum. Individual teachers are responsible for their own class organisation and teaching style in relation to PSHE, whilst ensuring that these complement and reflect the overall aims and ethos of the College.

PSHE Provision (1) – General Guidance

The following points must be considered when planning lessons:-

- 1) What do the pupils already know – this can vary greatly from individual to individual; therefore, even the basic information must be covered.

- 2) What more do they need to know – this will depend on the age group being taught, their knowledge of the issue, and their ability/readiness to discuss the issue in greater depth.
- 3) What are the best strategies to demonstrate the topic and to encourage the pupils to discuss, consider and understand the topic.

PSHE Provision (2) – EYFS

In EYFS, the prime areas of PSHE are planned into daily teaching and takes different formats depending on topic and events. The named practitioner for Behaviour and Pastoral Care is the EYFS Coordinator. The Head of AGC Infant and Junior School takes overall responsibility for EYFS.

Personal, social and emotional supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and teachers providing them with positive feedback and modelling appropriate behaviour.

In the EYFS, PS&ED (Personal, Social and Emotional Development) is broken down into three aspects:

- 1) Self-confidence and self-awareness
- 2) Managing feelings and behaviour
- 3) Making relationships

Self-confidence and self-awareness: This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. Our teaching and provision of support in this area helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Managing feelings and behaviour: This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings. It also links to how they learn and can follow simple rules which operate in different places such as school and at home. Children are supported by all staff to help them to understand these complex and often challenging areas.

Making relationships: This aspect is about how children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. At AGC Infant and Junior School we ensure role models are observed in every aspect of school life, both male and female and of different ages. This includes older pupils. These role models demonstrate how to positively interact with others; how to be kind and to understand why people behave in certain

ways – such as saying sorry for hurting another person's feelings and understanding why an apology is necessary.

Due to the flexible nature of EYFS teaching, the teacher will seize any potential possibility to address PS&ED throughout the day. This is not always reflected in planning as it can be spontaneous but it is recorded in the pupils' Learning Journeys and tracking documents. Success in these areas is evident in pupil behaviour, attitude and ever developing social skills.

Pupil progress and understanding in this area is tracked through daily observations which are measured against ELG (Early Learning Goals) as well as being recorded in Learning Journeys and in half termly tracking.

EYFS attend weekly assemblies to celebrate achievement. They take part in whole school charitable fund raising events, thematic workshops with other year groups and exploit many opportunities to become part of the whole school community and the wider community.

PSHE Provision (3) – Infant & Junior School

At the Infant and Junior School, the Outdoor Learning Programme is intrinsic to our PSHE provision, as well as class-based learning, and form time activities with the form tutor. SMSC – Spiritual, Moral, Social and Cultural - and aspects of PSHE are also taught in assemblies throughout the year. This combination of teaching aid children in developing real, practical knowledge and understanding of all aspects of PSHE and SMSC.

PSHE Provision (4) – Senior School

The importance of a well balanced PSHE and RSE curriculum is supported at Abbey Gate College by weekly curriculum time at Key Stage 3, (approximately one hour per week), and in accordance with the PSHE Association's recommendations. For timetabling reasons, at Key Stage 4, provision occurs cyclically every eight weeks in collaboration with the Mathematics and English departments through pre-existing teaching groups. Additional opportunities to enhance the regular timetabled lessons are also included in the provision at Key Stage 3 and 4 by weekly form activities and through whole school activities. Provision is also made available for outside agencies to supplement both curriculums.

Throughout all Key Stages, topics related to PSHE are covered in a variety of lessons. Further detail is available in schemes of work for SMSC, including Cross-Curriculum links.

In Sixth Form, students in Lower Sixth have two lessons a week. All Sixth Formers have a programme for Form Time.

It is hoped that throughout the College pupils will continue to build on their experiences learnt in the previous Key Stages and continue to develop with maturity and a greater understanding of the world we live in.

PSHE Provision (5) – Overview of Subject Content

Mental Health And Emotional Wellbeing: Developing good mental health; self-esteem and resilience; dealing with stress; coping with change and loss; challenging stigma; recognising unhealthy coping behaviours, e.g. self-harm and eating disorders; how to get support or support a friend.

Healthy And Unhealthy Relationships: Expectations of a partner; readiness for sex; consent; recognising positive, healthy relationships; recognising exploitation and manipulation; abuse; sharing explicit images; impact of pornography*; online relationships; gender and sexual orientation.

*Research shows that many young people are being exposed to pornography, often accidentally when it appears via adverts or pop-ups whilst using the internet. To try to reduce the harm of young people being exposed to pornography we try to highlight the pitfalls of it within relationships and concentrate on developing the understanding of positive aspects of healthy relationships including how to establish, generate and foster respect.

Money: Money, savings and debt; gambling; ethical choices about how we spend our money; consumer rights; financial risk.

Careers And Aspirations: Exploring different careers; goal setting; developing employability skills; enterprise projects, e.g. setting up your own business; preparing CVs and job interviews.

Physical Health: Puberty; drug education - including alcohol and smoking; healthy food choices and exercise; maintaining a balanced lifestyle; managing risks to health.

Personal Safety And Risk Management: Online safety; first aid; recognising and responding to risks in different situations; developing independence; travel safety.

Media Influence: Body image; influence of social media on attitudes and decisions; being a critical consumer of information; fake news; propaganda; stereotypes; finding reliable sources.

Friendships and Anti-bullying: Making and maintaining friendships; conflict resolution; peer pressure and influence; recognising and responding to all types of bullying including online; managing change and transition, e.g. to new school / leaving school.

Diversity and Prejudice: Celebrating diversity; developing mutual respect; challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia; human rights; British values; tackling extremism.

Sexual Health: Maintaining sexual health; types and purposes of contraception; negotiating contraceptive use; STIs; choices following an unplanned pregnancy; changing fertility and conception options; how to access sexual health services.

PSHE Provision (6) – Assessment

There is no formal assessment; however, evaluation is carried out by:

- 1) Observations of pupils or groups of pupils when on a task.
- 2) Child-led outcomes in a variety of forms (written, photographic, artistic).
- 3) Outcomes are reviewed against the curriculum.
- 4) Evaluation of the schemes of work.

PSHE Provision (7) – Parental & Community Involvement

Parents are informed as appropriate at the Infant and Junior School when topics relate to sex education, drugs, alcohol and smoking are explored. Parents who feel that the subject matter is inappropriate for their child will have the opportunity to discuss this with the school and an alternative for these lessons will be found if necessary. Following government guidelines, all Junior School pupils must receive Relationships education. Parents are not allowed to withdraw junior school pupils from Relationships education.

At the Senior School, a letter is sent home to all parents to outline the purpose and content of PSHE at Abbey Gate College. Parents are also invited to view the PSHE handbook and other relevant documents on the school website or VLE (Virtual Learning Environment). They may contact the PSHE Coordinator to discuss the curriculum at anytime. Should parents wish to withdraw their child from the Sex Education aspects of the PSHE curriculum they will be asked to follow the relevant procedures in line with school policy for withdrawal to initiate the process.

Parents are an essential asset to the College. Parents are able to discuss the PSHE curriculums by contacting the PSHE Co-ordinator at school, at Parents' Evenings, and randomly selected parents are asked for their views periodically on relevant documentation as and when appropriate. Establishing and maintaining positive working relationships are important to ensuring the curriculum appropriately meets the needs of our College community.

We also have links with the community and work closely with the local church in Aldford and we involve outside agencies as much as possible to deliver specialised aspects of the curriculum particularly during events such as: Wellbeing Day, Personal Safety Day and E-Safety initiatives.

RSE Provision (1) – Introduction

The teaching of RSE is not teaching about sex per se, but the importance of healthy, respectful relationships and having respect for your own health and well-being by being aware and able to keep safe. To remove any ambivalence from discussions, at Abbey Gate College we class the following subject content as 'Sex Education'. All other aspects of the curriculum are not determined as being in this topic area.

- 1) Readiness for sex.
- 2) Consent.
- 3) Types and purpose of contraception.
- 4) STI's.

We do recognise that there may be differing opinions regarding the content on this list and it is therefore important that open discussions are in place for the school to consider amending the category for future teaching. In line with DfE guidelines regarding parents and curriculum content we stand by the government's statement in that, ***'What is taught, and how, is ultimately a decision for the school and consultation, [with parents], does not provide a parental veto on curriculum content'***.

RSE Provision (2) – Leadership & Staffing

Arrangements for the teaching of the programme and deployment of staff is made by the Head. The Head of Pastoral oversees the delivery of the curriculum, and directs delivery in consultation with the subject lead, depending upon the specific needs of the school.

The College recognises that, to effectively deliver the RSE curriculum, all staff with responsibility for teaching it must work cohesively with the Head, Head of Pastoral, lead staff member and linked governor. By so doing the curriculum can be continually monitored, assessed, evaluated and modified according to the government's expectations and the specific requirements of Abbey Gate College.

The College fully understands the importance of providing a well balanced PSHE curriculum which appropriately addresses and delivers the RSE curriculum. They recognise the impact and benefits of such a curriculum on wider school issues of:

- Safeguarding; behaviour; SMSC; personal development; support structures.
- Contribution to tackling and preventing bullying alongside other unhealthy or unsafe behaviours.
- Promoting understanding of the wider world alongside traditional classroom lessons which ultimately link to greater academic achievement and personal fulfilment.

Staff delivering the RSE curriculum will not be expected to teach outside of their own comfort zone or moral beliefs. If conflicts arise then substitute staff will deliver contentious topic areas in order to maintain the school's stance of inclusive, impartial

and appropriate content of materials and delivery in accordance with the College's ethos, cultural and British values, protected characteristics and British law.

RSE Provision (3) – Curriculum Time

Please refer to *PSHE Provision (4)*.

RSE Provision (4) – Training & Subject Knowledge

Lead staff are committed to keeping abreast of content, statutory and non-statutory guidelines and wider subject debate. The topic is vast; a cohesive approach such as that found at Abbey Gate College supports strong delivery and best practice.

Access to training and provision of appropriate resources is fundamental to the delivery of an effective curriculum. The Head is committed to such provision resulting in staff delivering the curriculum being able to maintain freshness and variety in imparting information thus stimulating pupils in relevant and engaging lessons.

RSE Provision (5) – Key Points of Delivery

Offering Advice: It should be noted that the staff teaching the curriculum are not counsellors or professional healthcare practitioners and as such should not be expected to provide anything other than an informative general education. Pupils will be directed towards professionals and access to other information sources where and when appropriate.

Explicit Questions: Some questions may be too explicit to deal with in a classroom setting. In such circumstances, the teacher will use professional discretion, whilst being mindful of child protection and safeguarding aspects.

Confidentiality: Staff cannot offer unconditional confidentiality if there is a believed risk of harm, or if the teacher suspects a potential breach of the law has occurred which poses a threat to or puts a child at risk. In such circumstances the designated safeguarding lead will be informed. Staff will always act in the best interests of the child. At all times appropriate support will be offered.

Language: Correct scientific language or socially acceptable contextual language will be used where appropriate, to ensure effective transfer of information to the pupils. Terminology which is socially unacceptable or offensive in nature will not be permitted and if necessary, reasons explained to the children in order to prevent further use of such language. Sometimes lack of education and understanding of sensitive issues or misuse in the home setting is the precursor for continued usage in children.

Teaching About Sexuality: No one lifestyle is explained as being the only one acceptable to our society. It is therefore a natural course of lesson discussion to explain how people differ in their sexual attractions. Discussions should allow for misconceptions to be remedied and the provision of factual information to be sensitively delivered, thus

striving to reduce prejudice and discrimination. It is recognised that at times healthy debate may be robust. As with all other aspects of the curriculum, debate must remain respectful and in so being it will form a positive learning journey for the children in how to handle disagreement of beliefs and points of view. Teachers will ensure subject content remains age appropriate for the children.

Diversity and Inclusion: The curriculum and delivery will be sensitive to the diverse range of religious and cultural views of the school community and wider society. The access to learning about different religious beliefs and sexual behaviour is designed to keep pupils safe, healthy and understand their rights as individuals. Information will be delivered impartially and address issues pertaining to the law. Discrimination in all forms will be challenged, being mindful of the 'Protected Characteristics' of our society and 'British Values'. Discussion and debate will be encouraged with the expectation that both are always respectfully conducted.

Contraception: Information will be provided to the children in an open and non-judgemental or directive way. Issues of faith and belief alongside consequences of not using contraception will be openly discussed. Discussion will be mindful of age appropriate detail and content.

Safeguarding: Children's welfare and safety will be paramount in lesson delivery. School procedures will be followed when visitors are invited onto the school site to deliver aspects of the PSHE and RSE curriculums. Visitors will only be invited onto the school site to deliver sessions which the school feels will enhance the pupils learning experience and maximise the impact of learning by adding value to the curriculum. The school and teaching staff will be mindful of how to project information to the children in ways which do not inadvertently encourage unsafe behaviour to then ensue, e.g. glamorising, stigmatising or directing pupils to alcohol, eating disorders, self-harm, etc. Staff will be compassionate towards vulnerable pupils and pupil needs. As with all aspects of teaching, confidentiality will be respected but cannot be guaranteed where there is a query over the safety or potential safety, or allusion to risk or potential risk, of a pupil in the class. Any pupils or issues which presents themselves to the teacher as being a cause for concern will be passed on to the DSL.

RSE Provision (6) – Monitoring & Evaluation

The College recognises that ongoing evaluation and assessment are necessary in order to ensure the curriculum is relevant and sufficiently robust to address the needs of our school and its pupils, whilst maintaining awareness to the statutory guidelines. Regular review with our stakeholders is not only good practice but also helps to ensure our curriculum strives to address all stakeholders' requirements, expectations and needs. Lesson content and themes will be up to date and in line with the PSHE Association recommendations. Training will be regularly undertaken to keep abreast of guidelines and best practice.

Stakeholders: For the PSHE and RSE curriculums to be well supported by pupils and parents it is essential that we engage with them in order to foster and develop good relationships and good practice. Relationships of such a nature are an excellent way of strengthening the curriculum and help to establish better quality evaluation of content and material. Listening to views and appreciating areas for development away from a teaching perspective will promote a wider appreciation of content and ownership of delivery.

Parents: Parents are encouraged to use the VLE and web page on the school website in order to access a range of useful school documents and information, alongside signposts to a list of websites which provide appropriate information for parents to allowing them to discuss a range of issues and topics with their child. We hope that parents will find these areas accessible in terms of content and ease of use.

Parents are encouraged to contact the PSHE lead on any aspect of either the PSHE or RSE curriculum via the email address: pshe@abbeygatecollege.co.uk. The subject lead will endeavour to respond in a timely manner with appropriate information regarding the query. Where necessary, the subject lead will telephone parents or invite them onto the school site to allow further discussion.

There may be occasions whereby parents will be informed of events and activities via clarion call or letter. Decisions for such communications to occur will be after discussion with the subject lead and DSL, with the intention to suitably and efficiently furnish pupils and parents with specific information requirements at specific times in the school year.

Parents are also able to access further information about PSHE and RSE at the information base at Parents' Evening. The information base will be manned for the first hour of the night allowing parents chance to learn more about the subject, modes of delivery, topics of delivery etc.

NB: If parents wish to have greater input than what is currently on offer then please, in the first instance, contact the subject lead via the email address above in order to initiate further discussions.

Pupils: The subject lead will chair meetings in consultation with a 'pupil voice' group. The 'pupil voice' group will be reflective of the student body at school. It is designed to allow pupils to have some contribution to lesson content and delivery, assess the appropriateness of content, as well as provide ongoing evaluation and monitoring of the curriculum that is provided at Abbey Gate College. The subject lead will also maintain close association with the school's pupil voice committees, which meet to discuss school life with a view to better provide for the needs of the pupils from day to day.

It is hoped that having a working party comprised of pupils enables them to take some ownership of the curriculum and be more engaged with issues and delivery in class. This

approach directly links to the ethos previously stated that delivery of the PSHE and RSE curriculums should be relevant to the pupils, meeting the needs and requirements of our school community thereby being more effective.

RSE Provision (7) – Working with Parents & Parental Wishes

Parents play a large role in supporting our PSHE and RSE curriculums. As a College we look to parents to be supportive of our values which naturally reflect British law and society. We recognise that discussing RSE can be a challenge for some parents and some pupils. Wherever possible we will assist parents to support discussion of RSE. We hope that parents feel that we are a useful and accessible provider of such support.

RSE is a mandatory subject from September 2020. Parents may not remove their children from 'Relationships' education but can opt out of the 'Sex' education aspects of the curriculum. However, a child may choose to opt back into the 'Sex' education lessons from the age of 15. Abbey Gate College will therefore provide sex education during Year 11 prior to pupils leaving school.

The RSE curriculum is designed to essentially guide pupils to better understand themselves and their relationships with and between others. The curriculum addresses the challenges of growing up and empowers our pupils with the knowledge to make informed choices in order to foster healthy, appropriate and safe relationships now and in the future – both emotionally and physically.

Whilst concentrating on an individual's feelings and actions the programme is also designed to encourage empathy towards others; projecting the understanding of and encouraging the understanding that views different to one's own are also acceptable in our society.

Abbey Gate College is an inclusive community of race, religion, belief and gender; we encourage harmony and value self-expression through socially accommodating and inclusive pathways. We also value the freedom of expression, providing it is done in a non-inflammatory way with a voice which is willing to listen to the views of others, self-respect and empathy happily marrying together.

Should a parent wish to remove their child from the 'Sex' education aspects of the RSE curriculum the following process must occur:

- 1) The parent contacts school stating that they wish to remove their child from the 'Sex' education element of the RSE curriculum.
 - School will provide the parent with a copy of the PHSE & RSE policy.
 - Parents must acknowledge receipt of the policy, and that they have also read the full document by completing a returns form, (*Appendix 5*), and wish to proceed with the withdrawal procedure.

- 2) Within ten working days of the school receiving the parental request form a date will be established for the parent and Head to meet to discuss how to proceed with the child's removal from the curriculum. The meeting will:
- Establish reasons provided by the parent to:
 - help inform school and to potentially plan to accommodate future similar scenarios.
 - allow curriculum to be tailored if appropriate and at school's discretion.
 - provide an outlet for continual assessment of community needs.
 - Appropriately plan and agree the provision of education for the child whilst not engaged in 'Sex' education lessons.
 - Reiteration of fact that regardless of parents' wishes, the child can take responsibility to opt back into 'Sex' education lessons in Year 10.
- 3) The meeting will ensure clarity to the parent that it is **only** the 'Sex' education elements of the RSE and PSHE curriculum from which the child is being granted permission to leave. The child **must** continue to attend all other lessons timetabled for RSE and PSHE within the school framework and in accordance with the mandatory guidelines to which Abbey Gate College operates.

It should be noted that if it is the wish of the parent to withdraw their child from 'Sex' education it does **not** affect the child's right to access confidential services provided at school or elsewhere.

APPENDIX 1: Glossary of Terminology

ABBREVIATION	FULL TITLE
DSL	Designated Safeguarding Lead
ELG	Early Learning Goals
EYFS	Early Years Foundation Stage
FBV	Fundamental British Values
KS1	Key Stage 1 - Age 5-7
KS2	Key Stage 2 - Age 7-11
KS3	Key Stage 3 - Age 11-14
KS4	Key Stage 4 - Age 14 – 16
PS&ED	Personal, Social and Emotional Development
PSHE	Personal, Social & Health Education
PSHEE	Personal, Social, Health & Economic Education
RSE	Relationships and Sex Education
Sixth Form	Age 16+
SMSC	Spiritual, Moral, Social and Cultural

APPENDIX 2: Teaching Remotely due to Lockdown/COVID-19

Teaching PSHE remotely needs additional consideration to the normal procedures and delivery points already addressed in this document. It is widely recognised that not all topic areas in PSHE are appropriate for home learning. To effectively provide remote PSHE provision consideration for the ability of the teacher to provide a safe learning environment needs to be addressed. In addition, consideration for the environment in which the children receive the lesson / information must be a priority. At Abbey Gate College we recognise that as many topics have content which is complex or sensitive it is only appropriate to deliver such material in a school setting. The teacher can then effectively guide pupils through aspects of a topic, and address arising issues in the safety of the classroom.

Some salient points to consider when devising a suitable home learning programme include:

- 1) Might the topic be difficult to discuss or learn about in a home environment?
- 2) Might any subject content cause distress or anxiety – to pupils and parents?
- 3) Could there be any immediate reflection by the pupils of personal experience causing trauma or anxiety that cannot then be appropriately handled by the subject teacher or home situation?
- 4) Does the lesson material have sufficient signposting for support and additional help if required, and will pupils be able to easily access such support in a lockdown situation?
- 5) Will topic areas and lesson activity create or lead to situations whereby the pupils through additional / own research inadvertently access inappropriate, unreliable or potentially harmful websites?

There are, however, many subject areas which can provide useful engagement activities for the children. One such example is internet safety. The children will naturally be spending much more time on devices. Understanding or revisiting how to safely navigate social media, web search engines, respond to e-mails, access a variety of websites or online gaming platforms, etc. can only be beneficial to the pupils and their long-term appreciation of safe internet usage.

Learning from home also allows opportunities to explore other issues which would not take such prominence when in a school setting. Topics such as advances in science, new technologies, discussions on issues from the news, etc. all aid the delivery of a diverse, relevant, progressive and adaptive curriculum.

Our positive approach to adapting our curriculum delivery assists us to be able to strive towards providing our children with knowledge on issues which are relevant to our society, and equips them to be able to make informed choices. This maintains our ethos of enabling our pupils to be socially as well as academically astute.

Remote Learning When School Is Open.

Pupils in PSHE lessons are encouraged to openly discuss their views and opinions in a non-judgmental and safe learning environment within the classroom. The promotion of confidentiality remaining within the classroom being a factor to encourage free speech, which perhaps at times may invoke passionate responses with differences of opinion. Additionally, age appropriate delivery and some topic content is often not appropriate to deliver outside of this safe classroom environment. For these reasons, any pupils requiring remote lesson provision due to Covid 19 will be set suitable tasks on the VLE. When appropriate the tasks will echo the lesson and its main themes.

APPENDIX 3: Safe Practice & Best Practice

Staff are advised as follows:

- Questions will be answered honestly and openly.
- Support services signposted.
- Ground Rules, (see Appendices), will be set out and adhered to during lessons. Pupils will be reminded of the rules periodically but especially when sensitive or emotive issues are being discussed.
- Pupils will know that they can leave the lesson and go to sit in the school reception for times when they feel a little overwhelmed by the lesson content. (NB: if this does occur in a lesson the teacher must follow up and check upon the welfare of the child at the earliest opportunity).
- Use of case studies to be relied upon rather than personal experiences. However, there may be some occasions whereby personal experience is a more appropriate method to convey the message. Professional judgement and discretion will apply in these circumstances.
- Lessons should be appropriately challenging and differentiated in accordance with age, past experiences, knowledge, relevance, etc.
- Continuous assessment to occur throughout the curriculum alongside a spiral curriculum delivery throughout the Key Stage, (and therefore natural progression between Key Stages).
- Use of inclusive language and correct terminology.
- Questioning designed to extend learning and extract thoughtful responses.
- Good quality and safe resources to be used from recognised and recommended sources or organisations.
- Delivery should include various techniques ensuring that they are interactive, inclusive and collaborative in nature.
- Lessons and teaching should be flexible to accommodate specific needs and nuances of each class throughout delivery.

Advice from the Learning Enrichment team will be sought when addressing issues arising with some pupils requiring additional support. Where and when appropriate plans are then implemented to complement the normal delivered programme of activity.

APPENDIX 4: Skills for Life & British Values

Skills for life are demonstrated throughout Abbey Gate College within the classroom and academic setting, and alongside our social and pastoral provision. By providing opportunity for the pupils to practically apply and utilise British Values we can confidently state that life skills are being understood and demonstrated throughout our school community. Equipping pupils with life skills and providing them with the confidence to actively demonstrate a broad awareness of what it means to be a British citizen are important if we are to nurture and encourage high standards, strong moral foundations and confident young people within our society.

Democracy

Pupil Voice committees

Head Boy/ Girl

Deputy Heads of School

Prefects

Assemblies

Debating Club

House System

Feedback and surveys – to parents and pupils

Voting – form representatives; General Election internal school campaigns.

The Rule of Law

Behaviour Policy

Accountability

*Consequences of actions – house point system, etc.

*Rights and responsibilities – safety, respect, etc.

(*how the school operates on a daily basis following set guidelines and procedures).

Individual Liberty

Opportunities to make choices

In class discussion and opinions

Combatting discrimination

Pupil Voice Representatives and corresponding school issues / debates

Curriculum opportunities

Accepting responsibility for actions and choices

Mutual Respect and Tolerance for those with different Faiths and Beliefs

Manners and politeness

Team work and respect within sporting activities

Care for school environment

Acceptance of lifestyle choices

Respect for individual differences

Respect towards all people

Community respect

Through discussion, developing respectful relationships to challenge and question.

At Abbey Gate College we strive to promote equality and diversity to improve our school community by interlinking each distinct area of school life with one common theme: a strong and supportive community which is respectful of each other.

We celebrate ideas, successes, achievements, innovations; challenge views in an open, honest and respectful way; generate positive relationships that criss-cross through our school community. Ultimately, we are trying to continually raise standards, demonstrate democracy, fairness and a sense of justice through education. (Ref. *Equal Opportunities Policy*).

APPENDIX 5: Parental Request to withdraw their Child from ‘Sex’ Education Form

Thank you for your contacting the school to apply for your child to be withdrawn from the Sex Education aspects of the PSHEE / RSE curriculum.

In line with school procedures we request that you:

- Acknowledge receipt of and confirm you have **read** the enclosed policy and by completing the returns form below. Thank you.

I, (please print name), acknowledge that I

have received and read the aforementioned document relating to my request to

withdraw my child (please print name), from

the ‘Sex Education’ aspects of the PSHEE / RSE curriculum.

Signed:

Date:

The school will contact you within ten working days of receiving this completed form to arrange a meeting with the Head.

APPENDIX 6: Teen Health Guide Letter

14th September 2020

Dear Parents

To complement the delivery of your child's PSHEE curriculum we are introducing a weekly activity to be undertaken in form time with form tutors. To facilitate this, we will be using the 'Teenage Health Guide – THG' an age appropriate publication. The broad topic areas we will be considering are: Mind; Body; Fuel; Fitness; Sexual Health.

Each pupil will be asked to read a short magazine article and then review the content by discussing the material with their form tutor and class members. We hope these sessions will help the children to develop a rounded view of themselves, confidently address pertinent issues that teenagers face, and issues which affect the wider world.

Should you have any questions or queries then please get in touch. The information provided will hopefully allow the children to be empowered by facts rather than myths and hearsay in a safe setting which encourages discussion with their peers.

Thank you in advance for your support of this new initiative aimed at expanding and developing our pastoral care of your child.

Yours sincerely

Emma Sanders
Head of PSHE and Citizenship

Email: pshe@abbeygatecollege.co.uk

APPENDIX 7: PSHE Letter to Parents

September 2021

Dear Parents

As a part of your child's education at Abbey Gate College we promote personal wellbeing and development through a comprehensive Personal, Social, and Health (PSHE) Education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy and productive lives. It addresses subjects and issues which are relevant to our society and equips our pupils with skills to be able to make informed choices. The curriculums, approach and ethos at Abbey Gate College enable our pupils to be socially as well as academically astute.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Within our PSHE curriculum we include RSE, (Relationships and Sex Education). RSE is mandatory from September 2020 across all schools in the UK. We have always believed PSHE and RSE to be important elements of the whole school curriculum and as such we are happy to be able to state that we already have a comprehensive, wide ranging and engaging programme in place. I have attached a topic overview with this letter to help you to understand a little more about what types of issues we cover.

All our lessons are appropriately resourced from PSHE Association sites, partners or other relevant and recommended bodies. We have set up a spiral curriculum which ensures topics are not merely addressed as one-off entities but instead are revisited over the whole key stage and natural interweaving between topics also occurs. At all times lesson content is age appropriate. Pupils in lessons are encouraged to openly discuss their views and ideas in a non-judgemental setting. Lessons are designed to be factual and to explore subjects. They are not directive or representative, necessarily, of a teacher's personal opinions. We factually provide information in accordance to British laws and values and signpost children to sources of further information should they wish. If you require additional information about PSHE and RSE at Abbey Gate College please go to the PSHE subject page on the VLE where you will be able to read our handbook, policy and other related documents.

Relationships and Sex education is mandatory from September 2020 as previously stated. You may **not** remove your child from RSE lessons, but should you be unhappy about your child receiving sex education then – with the school's agreement – you can remove your child from the sex education elements of the curriculum. (Please read the procedure stated in the PSHE handbook should you wish to remove your child). It should

be noted however, your child is able to opt back into the curriculum **without your consent** three terms before they reach the age of 16, (basically in Year 10).

For clarity on subject content RSE lessons include: Healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

I hope this letter has outlined for you the role of PSHE at Abbey Gate College and its importance on the curriculum - essentially trying to bring the world and its relevance to our pupils into the classroom. If you wish to comment or have any questions, then please feel free to contact me at school via the email address below.

Yours sincerely

Emma Sanders
Head of PSHE and Citizenship

(pshe@abbeygatecollege.co.uk)

APPENDIX 8: Ground Rules for Pupils

These two documents are presented to the children via PowerPoint and poster.

Ground Rules

- Openness – open and honest opinions.
- Non-judgemental approach.
- Listen to other people's points of view and be prepared to discuss different views other than your own.
- Right to pass – taking part is important, but you do not have to answer every question!
- Correct use of language and terminology.
- Keep the conversation in the room – what is discussed is relevant for our lesson, some topics may be particularly sensitive or age appropriate.
- Do not assume other people's values, attitudes, life experiences or feelings. Be mindful of others.
- Ask questions – there are no stupid questions. PSHEE lessons work best by exploring through discussion and conversation.

Take A Break

Some lessons may have greater relevance to you than others – perhaps due to your own experiences, etc.

You may leave the lesson and sit in the school reception should this ever be the case for you.

Your teacher will check that you are ok after the lesson.

APPENDIX 9: Key Stage 4 Overview

Year 10

Work Experience week.
Leadership Programme.

Year 11

Peer mentors / Subject Ambassadors / Prefects.
University Visit.

Combined

- 1) Career Fair and Career Support.
- 2) Morrisby Testing.
- 3) Wellbeing Day plus associated activities:
 - Dove Self Esteem
 - First Aid
 - Money Management
 - Other such activities pre-arranged for the day with outside support.
- 4) CAHMS – drop in sessions.
- 5) Young Carers Support Sessions.
- 6) Fire Service visit – road safety / safety in vehicles.
- 7) CSCW – relationships / sexual health / sex and consent / STI's / contraception / pornography / distortion via the media / FGM.
- 8) Police – e-safety / sexting / social media / cyberbullying / gaming / grooming / drugs / knife crime / filming fights / road safety / joint enterprise / keeping safe.
- 9) Form Time Activities – time management / heroes and heroines / anti-bullying / exam preparation / resilience / quiz / mental toughness / specific sessions relevant to the class or group / Teen Health Guide.
- 10) St. John's Ambulance – First Aid.

Whole School

- 1) School related assemblies.
- 2) Harvest Festival.
- 3) Remembrance Service.
- 4) Christmas Service.
- 5) Passiontide Service.
- 6) Assemblies themed on National and International points of interest or concern, e.g. environment; charitable events; etc.
- 7) Speech Day.
- 8) Sports Day.
- 9) House music / quiz / drama / sport.
- 10) Variety Show.
- 11) Summer Concert.
- 12) Sporting Fixtures.
- 13) School Production.

- 14) Sponsored Walk.
- 15) eSwatini Service Project.
- 16) Guest Speakers.
- 17) Debating Society.
- 18) Library Activities and Theme Weeks.
- 19) Languages Day.

For:

- Secondary PSHEE Education: Long Term Overview 2020-2021
- Abbey Gate College PSHE Education: Long Term Overview 2019-2020
- Sex Education Forum 12 Principles Of Good Quality RSE.
- What Is PSHE / RSE?
- 9 Protected Characteristics At AGC, (poster).
- Core British Values, (poster).
- What Makes Us British? (poster).
- List Of Useful Websites & Information Access Points For Young People.

Please see hard copies, available on request

PSHE KS1/2

During key stages 1 and 2, PSHE offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Abbey Gate College Infant and Junior School teaches PSHE through a mixture of indoor and outdoor lessons as well as using form time sessions and an assemble programme designed to cover the following themes:

1. Health and Wellbeing:

In Key Stages 1 and 2, pupils should be taught:

- a) what is meant by a healthy lifestyle
- b) how to maintain physical, mental and emotional health and wellbeing
- c) how to manage risks to physical and emotional health and wellbeing
- d) ways of keeping physically and emotionally safe
- e) about managing change, including puberty, transition and loss
- f) how to make informed choices about health and wellbeing and to recognise sources of help with this
- g) how to keep safe and respond in an emergency
- h) to identify different influences on health and wellbeing, including drugs, alcohol and tobacco

2. Relationships (family, friends and sexual)

In Key Stages 1 and 2, pupils should be taught:

- a) About the roles of different people and different types of relationships in our lives, including family
- b) How to develop positive friendships
- c) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- d) how to recognise and manage emotions within a range of relationships
- e) how to recognise and respond to risky or negative relationships including all forms of bullying and abuse
- f) how to recognise and maintain safe relationships
- g) about respect for the self and others in relationships while respecting equality and diversity

3. Living in the Wider World

In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible 'citizen' and be taught:

- a) about rights and responsibilities as members of families, other groups and ultimately as citizens

- b) about different groups and communities
- c) about media literacy and digital resilience
- d) to respect equality and to be a productive member of a diverse community
- e) about the importance of respecting and protecting the environment
- f) about where money comes from, keeping it safe and the importance of managing it effectively
- g) how economic wellbeing impacts aspirations, work and career

PSHEEKS1/2

Long Term Planning

Form Time Themes Linking with PSHEE Lesson Programme

Relationships		Health and Wellbeing			Living in the Wider World	
Year Group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	What do I like?	Is it ok to like different things?	How can I be friendly?	Who is in my family?	How am I feeling?	How can I help myself feel good?
Infant 1	<p>What is the same and different about us? (PSHE Assoc – Sameness and Difference)</p> <p>what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them</p>	<p>Who is special to us? (Medway Lesson 1 – My Special People)</p> <p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for</p>	<p>What helps us stay healthy? (PSHE Assoc. Dental Care lesson; Soaper Heroes)</p> <p>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	<p>What can we do with money? (Values, Money and Me Lessons)</p> <p>what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents)</p>	<p>Who helps to keep us safe? (People who can help us and Staying safe lessons)</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p>	<p>How can we look after each other and the world?</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom</p>
Infant 2	<p>What makes a good friend? (Bitesize video's)</p> <p>how to make friends with others • how to recognise when they feel lonely and what they could do about it</p>	<p>What is Bullying? (Bitesize video's; The Birds)</p> <p>how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p>	<p>What jobs do people do? (Invite parents and people from local community to speak about their jobs)</p> <p>how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community</p>	<p>What helps us to stay safe? (PSHE Assoc drugs lessons; Think U Know)</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p>	<p>How do we grow and stay healthy? (PSHE Assoc Sleep Factor)</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p>	<p>How do we recognise our feelings? (Winston's Wish)</p> <p>how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p>

Relationships		Health and Wellbeing			Living in the Wider World	
Year Group/ Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
J3	<p>How can we be a good friend? (Medway Lesson 1)</p> <p>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships</p>	<p>What keeps us safe? (PSHE Assoc Drug and Alcohol Lesson 1; Soaper Heroes)</p> <p>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies)</p>	<p>What are families like? https://www.coramifeducation.org.uk/adoptables/the-adoptables-toolkit-understanding-the-challenges-adopted-children-face-at-school-resources-for-9-11-years-olds</p> <p>(Just put in my email to access lesson)</p> <p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p>	<p>What makes a community?</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • how to be respectful towards people who may live differently to them</p>	<p>Why should we eat well and look after our teeth?</p> <p>how to eat a healthy diet and the benefits of nutritionally rich foods • how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Why should we keep active and sleep well?</p> <p>how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions</p>

J4	<p>What strengths, skills and interests do we have? (Self-esteem lessons) how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements</p>	<p>How do we treat each other with respect? (Inclusion video) how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	<p>How can we manage our feelings? (PSHE Assoc Mental Health) how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • how to access advice and support to help manage their own or others' feelings</p>	<p>How can we manage risk in different places? (Is It Risky) how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p>	<p>How can our choices make a difference to each other and the environment? (RSPCA; Costing the Earth) how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment</p>	<p>How will we grow and change? (Medway) about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p>
J5	<p>What makes up our identity? (The Belonging Toolkit) how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p>	<p>What decisions can people make with money? (Do you need it?) how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save</p>	<p>How can we help in an accident or emergency? (Asthma; Basic Life Support; Bites and Stings) how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>How can friends communicate safely? (Be Internet Legends – hard copy resource) about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively</p>	<p>How can drugs common to everyday life affect health? (Drug and Alcohol Lesson 1 & 2) how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p>	<p>What jobs would we like? that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid)</p>
J6	<p>How can we keep healthy as we grow and change? how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p>		<p>How can the media influence people? • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p>		<p>What will change as we become more independent? How do friendships change as we grow? • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p>	

Key Stage 1 (rolling programme)

Relationships		Health and Wellbeing		Living in the Wider World	
Year Group	Term	Indoor/ Outdoor	Lesson Coverage		
Inf 1&2	Autumn 1 (1)	Indoor What is the same and different about us?	Tolerance and equality lesson 1 – I like the way I am What is the same and different about us? - • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private		
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem Solving and Team Building activities. Leaf printing		
Inf 1&2	Autumn 2 (1)	Indoor Who is special to us?	Tolerance and equality lesson 2 – To join in Who is special to us? - • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried		

		Outdoor	Make a Stick Man Identifying Trees Bark Rubbing
Inf 1&2	Spring 1 (1)	Indoor What helps us stay healthy?	Tolerance and equality lesson 3 – To find ways to play together What helps us to stay healthy? - that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
		Outdoor	Animal Homes Sensory Walk Prepare the Planting Bed
Inf 1&2	Spring 2 (1)	Indoor What can we do with money?	Tolerance and equality lesson 4 – Proud to be me What can we do with money? - • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
		Outdoor	Plant seeds Map our Outdoor Area
Inf 1&2	Summer 1 (1)	Indoor Who helps to keep us safe?	Tolerance and equality lesson 5 – I share the world with lots of people Who helps to keep us safe? - how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
		Outdoor	Care for our growing plants Pond Dipping Identifying Common Plants
Inf 1&2	Summer 2 (1)	Indoor How can we look after each other and the world?	Tolerance and equality lesson 6 – To work together How can we look after each other and the world? - • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
		Outdoor	Barefoot Safari We're going on a Bug Hunt! Create a Clay Critter
Inf 1&2	Autumn 1 (2)	Indoor What makes a good friend?	Tolerance and equality lesson 1 – To welcome different people What makes a good friend? - • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem Solving and Team Building activities. Autumn Leaves Firework Display
Inf 1&2	Autumn 2 (2)	Indoor What is Bullying?	Tolerance and equality lesson 2 – To have self-confidence What is Bullying? - • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
		Outdoor	Exploring seasonal changes – Autumn to Winter Making Mud and Mud Play Bridging the Gap
Inf 1&2	Spring 1 (2)	Indoor What jobs do people do?	Tolerance and equality lesson 3 – To understand what diversity is What jobs do people do? - • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
		Outdoor	Loose Part Landmarks

			Green High Five Woodland Sounds Make Friends with a Tree (Blindfold Activity)
Inf 1&2	Spring 2 (2)	Indoor What helps us to stay safe?	Tolerance and equality lesson 4 – To think about what makes a good friend. What helps us to stay safe? - • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
		Outdoor	Micro Journey Can You Dig it? Preparing for and Planting seeds
Inf 1&2	Summer 1 (2)	Indoor How do we grow and stay healthy?	Tolerance and equality lesson 5 – To communicate in different ways How do we grow and stay healthy? - • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
		Outdoor	Den building Dreamcatchers using natural materials Caring for growing plants
Inf 1&2	Summer 2 (2)	Indoor How do we recognise our feelings?	Tolerance and equality lesson 6 – To know I belong How do we recognise our feelings? - • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
		Outdoor	Pond Dipping – sorting and classifying Harvesting produce Summer Activity Options

Key Stage 2 (Years J3 – J6)

Relationships		Health and Wellbeing	Living in the Wider World
Year Group	Term	Indoor/ Outdoor	Lesson Coverage
J3	Autumn 1	Indoor How can we be a good friend?	Tolerance and equality lesson 1 – To understand what discrimination means How Can We Be a Good Friend? – (Medway Lesson 2) that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Measuring and ageing trees
J3	Autumn 2	Indoor What keeps us safe?	Tolerance and equality lesson 2 – To understand what a bystander is What keeps us safe? - • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
		Outdoor	Journey sticks. Recipe for a woodland. Mask making using natural materials.
J3	Spring 1	Indoor What are families like?	Tolerance and equality lesson 3 – To be welcoming What are families like? - • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
		Outdoor	Stick Tower Challenge. Outdoor treasure hunting – set up J3 geocaches for J4.
J3	Spring 2	Indoor What makes a community?	Tolerance and equality lesson 4 – To recognize a stereotype What makes a community? - • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make
		Outdoor	Outdoor treasure hunting – hunt for J4 geocaches. Preparing the J3 bed for planting / bug houses. Planting seeds, caring for plants.
J3	Summer 1	Indoor Why should we eat well and look after our teeth?	Tolerance and equality lesson 5 – To recognize and help an outsider Why should we eat well and look after our teeth? - • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these
		Outdoor	Make a moustache drama activity. Problem solving and team building activities.
J3	Summer 2	Indoor Why should we keep active and sleep well?	Tolerance and equality lesson 6 – To consider living in Britain today Why should we keep active and sleep well? - • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

		Outdoor	Den building Pond dipping, sorting and classifying Harvesting produce and repotting to take produce home.
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Relationships		Health and Wellbeing	Living in the Wider World
Year Group	Term	Indoor/ Outdoor	Lesson Coverage
J4	Autumn 1	Indoor What strengths, skills and interests do we have?	Tolerance and equality lesson 1 – To help someone accept difference. What strengths, skills and interests do we have? - • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Texture Walk
J4	Autumn 2	Indoor How do we treat each other with respect?	Tolerance and equality lesson 2 – To choose when to be assertive How do we treat each other with respect? - • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
		Outdoor	Nature's Orchestra Leaf and Bark rubbing (revises elements of J3 science) Hungry Birds Bird Feeders
J4	Spring 1	Indoor How can we manage our feelings?	Tolerance and equality lesson 3 – To be proud of who I am How can we manage our feelings? - • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change
		Outdoor	Stick Mobiles Outdoor treasure hunting – set up J4 geocaches for J3
J4	Spring 2	Indoor How can we manage risk in different places?	Tolerance and equality lesson 4 – To find common ground How can we manage risk in different places? – (Need Be Internet Legends Resource from CT) • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
		Outdoor	Outdoor treasure hunting – hunt for J3 geocaches. Preparing the J4 bed for planting / bug houses Planting seeds, caring for plants
J4	Summer 1	Indoor How can our choices make a difference to each other and the environment?	Tolerance and equality lesson 5 – To look after my mental health How can our choices make a difference to each other and the environment? - • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
		Outdoor	Problem solving and team building activities Shadow Drawing
J4	Summer 2	Indoor	Tolerance and equality lesson 6 – To show acceptance

	How will we grow and change?	How will we grow and change? - • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
	Outdoor	Pond dipping, sorting and classifying Den building Harvesting produce and repotting to take produce home.

Relationships		Health and Wellbeing	Living in the Wider World
Year Group	Term	Indoor/ Outdoor	Lesson Coverage
J5	Autumn 1	Indoor What makes up our identity?	Tolerance and equality lesson 1 – To consider consequences What makes up our identity? - • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Den Building
J5	Autumn 2	Indoor What decisions can people make with money?	Tolerance and equality lesson 2 – To justify my actions What decisions can people make with money? - • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions
		Outdoor	Micro Hike Wing Flying Challenge Wild Art
J5	Spring 1	Indoor How can we help in an accident or emergency?	Tolerance and equality lesson 3 – To consider responses to racist behaviour How can we help in an accident or emergency? - how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
		Outdoor	Play all the angles Make a Mini Water Wheel
J5	Spring 2	Indoor How can friends communicate safely?	Tolerance and equality lesson 4 – To recognize when someone needs help How can friends communicate safely? - • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
		Outdoor	Preparing the J5 bed for planting / bug houses Planting seeds, caring for plants Rope Swings
J5	Summer 1	Indoor How can drugs common to everyday life affect health?	Tolerance and equality lesson 5 – To explore friendship How can drugs common to everyday life affect health? - • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can

			become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs
		Outdoor	Problem solving and team building activities Pond dipping, sorting and classifying
J5	Summer 2	Indoor What jobs would we like?	Tolerance and equality lesson 6 – To exchange dialogue and express an opinion What jobs would we like? - • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
		Outdoor	Using tools – Using tools to clear areas that are overgrown. Harvesting produce and repotting to take produce home. Fire pit – make a fire using flint and steel. Cook marshmallows etc.

Relationships		Health and Wellbeing		Living in the Wider World	
Year Group	Term	Indoor/ Outdoor	Lesson Coverage		
J6	Autumn 1	Indoor How can we keep healthy as we grow and change?	Tolerance and equality lesson 1 – To consider responses to immigration How can we keep healthy as we grow and change? - • how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them		
		Outdoor	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Mini Worm Farm		
J6	Autumn 2	Indoor How can we keep healthy as we grow and change?	Tolerance and equality lesson 2 – To consider language and freedom of speech How can we keep healthy as we grow and change? - • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else!		
		Outdoor	Build a waterproof shelter Scavenger hunt and clay faces Sustainability Challenge		
J6	Spring 1	Indoor How can the media influence people?	Tolerance and equality lesson 3 – To overcome fears about difference How can the media influence people? - • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them		
		Outdoor	Build a bird box		
J6	Spring 2	Indoor How can the media influence people?	Tolerance and equality lesson 4 – To consider causes of racism How can the media influence people? - • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints		
		Outdoor	Preparing planting bed and planting		

Maintaining Natures Nursery area
Animal Perspectives mapping

J6	Summer 1	Indoor What will change as we become more independent?	Tolerance and equality lesson 5 – To show acceptance What will change as we become more independent? - • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made ² • how growing up and becoming more independent comes with increased opportunities and responsibilities
		Outdoor	Problem Solving and Team Building Challenges Pond Dipping and Pond Maintenance
J6	Summer 2	Indoor How do friendships change as we grow?	Tolerance and equality lesson 6 – To consider democracy How do friendships change as we grow? - • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
		Outdoor	Dens and rope swings Harvesting Fire Pit and Camp

APPENDIX 11: Key Stages 3 & 4 Curriculum

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Delivered through drop down sessions, guest speakers, activity week, form times, whole school assemblies, etc.					

Mental Health / Financial Decision Making / Healthy Relationships / Exploring Influence / Addressing Extremism And Radicalisation / Work Experience / Building For The Future / Next Steps / Communication In Relationships / Independence / Families / News

Year 11

Delivered through drop down sessions, guest speakers, activity week, form times, whole school assemblies, etc.

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others 	

Spring 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none">• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep• how to manage influences relating to caffeine, smoking and alcohol	
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	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	
<p>Summer 1 Relationships</p>	<p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	
<p>Summer 2 Living in the wider world</p>	<p>Financial decision making Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42,	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious 	

R43

discrimination

<p>Spring 2 Health & wellbeing</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	
<p>Summer 1 Relationships</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	
<p>Summer 2 Living in the wider world</p>	<p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared 	

- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23,	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with 	

R35, R36

family and friends

- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support services

	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	
<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online 	

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships 	

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| | <ul style="list-style-type: none">• about the opportunities and risks of forming and conducting relationships online• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours | |
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	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	
Spring 2 Health & wellbeing	Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	
Summer 1 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • 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 • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	
Summer 2 Living in the wider world	Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace 	

L10, L11, L12, L13, L14, L15, L23

- how to manage practical problems and health and safety
- how to maintain a positive personal presence online
- how to evaluate and build on the learning from workexperience

YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	
Spring 1	Communication in relationships	<ul style="list-style-type: none"> • about core values and emotions 	

Relationships	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online 	
	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	
Spring 2 Health & wellbeing	Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	
Summer 1 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11,	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering 	

R12, R13, R24, R25, R26, R27, R33

- how to manage change, loss, grief and bereavement
- about 'honour based' violence and forced marriage and how to safely access support

