



Abbey Gate College

POLICY: PSHE & RSE	
Scope	Whole College
Responsibility	Head of PSHE
Review & Update	July 2023
Governor Approval	Tim Stanley
Board Level 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, EDI, 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 *EDI* 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) Emma Sanders: Head of PSHE and RSE
- 2) Emma Leatherbarrow: Head of Sixth Form (Pastoral)
- 3) Dan Rowett: Head of Sixth Form (Academic)
- 4) Corinna Travis: Deputy Head of Infant & Junior School (i/c PSHE for EYFS, KS1 & KS2)
- 5) Carole Houghton: Deputy Head (Pastoral)
- 6) Craig Jenkinson: Head
- 7) Marie Hickey: Head of Infant & Junior School
- 8) Andrew Grime: Chair of Governors
- 9) 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 to RSE
- 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) Current understanding – this can vary greatly from individual to individual; therefore, even the basic information must be covered.
- 2) Additional understanding – 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) Delivery techniques and 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 themed PSHE focus days. SMSC – Spiritual, Moral, Social and Cultural - and aspects of PSHE are also taught in assemblies throughout the year. Relationship Education is taught to each year group within our PSHE programme. 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 for Years 7 - 10, (approximately one hour per week), and in accordance with the PSHE Association's recommendations. Currently, in Year 11, PSHE 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) Pupil-led outcomes in a variety of forms (written, photographic, artistic).
- 3) Outcomes are reviewed against the curriculum.
- 4) Evaluation of the schemes of work.
- 5) Pupil reviews
- 6) Questioning in lessons

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 or Health education. Where age appropriate aspects of sex education are taught (consent, puberty, reproduction), parents may withdraw their child from part or all of it. If a parent has a concern about any aspect of Relationship Education, the Deputy Head of Infant and Junior School is available to discuss any issues or concerns and go through content.

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 Deputy Head (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, Deputy Head (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 became 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: 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 3: 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
Heads of school – Self / Service / Sustainability
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 4: 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 5: Teen Health Guide Letter

14th September 2020

Dear Parents

To complement the delivery of your child's PSHE 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 6: 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 became 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 has been 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 7: RSE Letter to Parents

Dear Parents

You may be aware that RSE is currently in the news headlines due to concerns that some parents from other schools have raised over delivery and content of teaching materials. We are therefore writing to you to assure you of our practices within College.

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 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 PSHE, (e.g. science, geography, RE, drama, PE). The PSHE curriculum is 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.

When devising the curriculum, due regard is given to guidance from a plethora of bodies some of which are listed below:

- Keeping Children Safe In Education, (2018/2021/2022)
- Education Act, (2010)
- Supplementary Guidance RSE for 21st Century, (2014)
- PSHE Association
- Sex Education Forum – Principles Of Good Quality RSE
- Children's Charities: NSPCC / Childline / IWF

Key focal points throughout delivery of lessons are discussions around healthy relationships, respect and keeping safe both on and off-line. Tolerance and Equality are also addressed through our IJS PSHE curriculum. For further and more detailed information about RSE within the Infant and Junior School, please read our PSHE Policy available via the school website and visit the RSE page in the Parent Zone of the VLE.

We hope this letter answers any concerns you may have had about the delivery of RSE within the College following the recent media coverage. Headlines can be alarming and often risk undermining the good practice that is occurring in schools ensuring the safeguarding and health of your child.

Yours sincerely

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

APPENDIX 10: Key Stages 1 & 2 Curriculum



PSHE Infant and Junior School

Our Foundation pupils follow our EYFS PSED curriculum in conjunction with our Tolerance and Equality curriculum. During key stages 1 and 2, PSHEE 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 our school aims of Self, Service and Sustainability. Our ThoughtBox Think & Thrive is a progressive discussion-based curriculum in which every student's voice is heard and every voice matters. 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 hour long weekly PSHE lessons, outdoor lessons as well as using form time sessions and an assembly programme designed to cover the following themes:

Self including Health and Wellbeing:

- 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

Service including relationships (friends, family and sexual):

- 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

Sustainability including Living in the Wider World:

- 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



Abbey Gate College
Infant & Junior School

PSHE Foundation Long Term Planning

Self		Service			Sustainability	
Foundation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	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?
Tolerance and Equality	To choose what I like	It's OK to like different things	To say hello	All Families are different	To celebrate my family	To make a new friend

PSHE KS1 and KS2 Long Term Planning

Self		Service			Sustainability	
Infant 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (1 lesson)	What is the same and	Who is special to us?	What can we do with money?	What helps us stay healthy?	Who helps to keep us safe?	How can we look after each other and the world?

	different about us?					
Tolerance and Equality (1 lesson)	I like the way I am	To join in	To find ways to play together	Proud to be me	I share the world with lots of people	To work together
Infant 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes
PSHE Topic (1 lesson)	What is Bullying?	What makes a good friend?	How can we look after bodies?	What jobs do people do?	What helps us to stay safe?	How do we stay healthy in the sun?
Tolerance and Equality (1 lesson)	To welcome different people	To have self confidence	To understand what diversity is	To think about what makes a good friend	To communicate in different ways	To know I belong

Self		Service		Sustainability		
Junior 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (1 lesson)	How can we be a good friend?	What keeps us safe?	How can we stay safe with drugs and alcohol?	What makes a community?	Why should we keep active and sleep well?	Why should we eat well and look after our teeth?
Tolerance and Equality (1 lesson)	To understand what discrimination means	To understand what a bystander is	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today
Junior 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes

PSHE Topic (1 lesson)	How to form healthier eating habits?	What strengths, skills and interests do we have?	How can we manage our feelings?	How can we manage risk in different places?	How can we manage risk in different places?	How do we treat each other with respect?
Tolerance and Equality (1 lesson)	To help someone except difference	To choose when to be assertive	To be proud of who I am	To find common ground	To look after my mental health	To show acceptance

Self		Service			Sustainability	
Junior 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (1 lesson)	What makes up our identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	How can drugs common to everyday life affect health?
Tolerance and Equality (1 lesson)	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help	To explore friendship	To exchange dialogue and express an opinion
Junior 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (4 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes
PSHE Topic (1 lesson)	How can the media influence people?	How can we keep healthy as we grow and change?	What's in the news?	Why is sleep important?	What will change as we become more independent?	How do we respect everyone?
Tolerance and Equality (1 lesson)	To consider responses to immigration	To consider language and	To overcome fear about difference	To consider causes of racism	To show acceptance	To consider democracy

		freedom of speech				
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Self		Service			Sustainability	
IJS Special Focus Days	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Awe and Wonder Day		Equality and Justice Day	Chartwells Kitchen	Changing Climates Day	RSHE Day
Cycle 2	Kindness Day		Water Day	Chartwells Kitchen	Faith and Spirituality Day	RSHE Day

Outdoor Learning KS1 and KS2 Long Term Planning

Half hour lessons, 3 times per half term.

Self		Service			Sustainability	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infant 1	Rules and boundary setting. Explore the Outdoor area. Problem Solving and Team Building activities. Leaf printing	Make a Stick Man Identifying Trees Bark Rubbing	Animal Homes Sensory Walk Prepare the Planting Bed	Plant seeds Map our Outdoor Area	Care for our growing plants Pond Dipping Identifying Common Plants	Barefoot Safari We're going on a Bug Hunt! Create a Clay Critter
Infant 2	Rules and boundary setting. Explore the Outdoor area. Problem Solving and Team Building activities.	Exploring seasonal changes – Autumn to Winter Making Mud and Mud Play Bridging the Gap	Loose Part Landmarks Green High Five Woodland Sounds Make Friends with a Tree (Blindfold Activity)	Micro Journey Can You Dig it? Preparing for and Planting seeds	Den building Dreamcatchers using natural materials Caring for growing plants	Pond Dipping – sorting and classifying Harvesting produce Summer Activity Options

	Autumn Leaves Firework Display					
Junior 3	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Measuring and ageing trees	Journey sticks. Recipe for a woodland. Mask making using natural materials.	Stick Tower Challenge. Outdoor treasure hunting – set up J3 geocaches for J4.	Outdoor treasure hunting – hunt for J4 geocaches. Preparing the J3 bed for planting / bug houses. Planting seeds, caring for plants.	Make a moustache drama activity. Problem solving and team building activities.	Den building Pond dipping, sorting and classifying Harvesting produce and repotting to take produce home.
Junior 4	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Texture Walk	Nature's Orchestra Leaf and Bark rubbing (revises elements of J3 science) Hungry Birds Bird Feeders	Stick Mobiles Outdoor treasure hunting – set up J4 geocaches for J3	Outdoor treasure hunting – hunt for J3 geocaches. Preparing the J4 bed for planting / bug houses Planting seeds, caring for plants	Problem solving and team building activities Shadow Drawing	Pond dipping, sorting and classifying Den building Harvesting produce and repotting to take produce home.
Junior 5	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Den Building	Micro Hike Wing Flying Challenge Wild Art	Play all the angles Make a Mini Water Wheel	Preparing the J5 bed for planting / bug houses Planting seeds, caring for plants Rope Swings	Problem solving and team building activities Pond dipping, sorting and classifying	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.
Junior 6	Rules and boundary setting. Explore the Outdoor area. Problem solving and team building activities. Mini Worm Farm	Build a waterproof shelter Scavenger hunt and clay faces Sustainability Challenge	Build a bird box	Preparing planting bed and planting Maintaining Natures Nursery area Animal Perspectives mapping	Problem Solving and Team Building Challenges Pond Dipping and Pond Maintenance	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.					
<div> 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 </div>						

Year 11	Delivered through drop down sessions, guest speakers, activity week, form times, whole school assemblies, etc.					
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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 	

	<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</p> <p>Relationships</p>	<p>Building relationships</p> <p>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</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>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 reactional 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	
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Spring 2 Health & wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<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 	
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<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 	
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<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 	

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| | | <ul style="list-style-type: none">• 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 | |
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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	<ul style="list-style-type: none">• how to manage change, loss, grief and bereavement• about 'honour based' violence and forced marriage and how to safely access support	
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