**PERSONAL, SOCIAL, HEALTH AND ECONOMIC / RELATIONSHIPS AND SEX EDUCATION**
**PSHE and RSE EDUCATION POLICY**

**Whole School**

**Reviewed:   July 2024 (LMcC, ES and CW)**
**Governor Review:**

This policy reflects the aims and ethos of Alderley Edge School for Girls where pupils are encouraged to respect others paying particular regard to the protected characteristics set out in the Equality Act of 2010.  Our curriculum is broad and balanced to note all the protected characteristics.  We believe in social justice for all and feel a sense of responsibility for those less fortunate.

Parents are key to children learning about aspects of PSHE/RSE, including relationships and sex education, and school should work in partnership with home. Parents need to know that the school's PSHE and RSE programme will complement their role and support them in the education of their child. Alderley Edge School for Girls will ensure that parents' views are heard, and that the curriculum is culturally appropriate and inclusive of all our pupils alongside more global issues. It is important that this policy is reviewed regularly to address the needs of all our pupils in school and the local area.

This policy should be read in conjunction with the SMSC Policy, the Equal Opportunities Policy, the Child Protection and Safeguarding Policy, the Anti-Bullying Policy, the Behaviour Policy, the Curriculum Policy, the Online Safety Policy, the Healthy Eating Policy and the Relationships & Sex Education Policy.

**Useful acronyms**

RSE- Relationships and sex education

PSHE- Personal, social, health and economic education

FBV- Fundamental British Values

SMSC- Spiritual, moral, social and cultural development

**1 Aims and Objectives**

1.1 Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. Here, at Alderley Edge School for Girls, we value PSHE/RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. Through the teaching of FBV, we teach them how society is organised and governed. We ensure that they experience the process of democracy in school through participation in the school council. We teach pupils about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Our aim is to make the learning the foundations of all that we do in and out of school not simply within the learning of single sessions. We aim to 'live' what is learnt and apply it to everyday situations in the school and local community.

1.2 The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle and be aware of how to maintain positive mental health

- be aware of personal safety issues

- understand what makes for good relationships with others and how to develop good relationships with other members of the school and the wider community

- have respect for other people, with regard to the protected characteristics under the Equality Act 2010, which are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. However, account will be taken of the age and ability of pupils in order to deliver the curriculum appropriately. If there were an event or occurrence involving one or more of the protected characteristics which became an issue amongst the pupils, we will help the pupils to understand the issues and ensure that they maintain respect for all those with those characteristics. We promote diversity and inclusion and use PSHE education to address diversity issues and ensure equality for all.

- be independent and responsible members of the school community, and learn classroom skills

- be positive and active members of a democratic society and develop a good understanding of human rights and how to uphold fundamental British values

- understand how to be good global citizens

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues, including choices surrounding career choices and aspirations and how to make considered financial decisions.

1.3 The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Take responsibility for their lifestyle now and in the future.
- Appreciate, promote and respect the fundamental British values.
- Encourage all pupils to be active and responsible citizens in the community.
- Continually develop the individual's self-confidence and the realisation of their own ability.
- Develop good relationships and respect differences between people.

## 2 Statutory Relationships and Health Education

### Prep School

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword   DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here, at Alderley Edge School for Girls we value PSHE/RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE/RSE Programme.

To ensure progression and a spiral curriculum, we use our carefully planned programme of study. The programmes of study overviews can be found as appendices to this policy and demonstrate how our school meets the statutory Relationships and Health Education requirements.

Our PSHE/RSE policy is informed by existing DfE guidance which includes the following items.  Further recommendations are used as per government guidance:

1. Keeping Children Safe in Education (statutory guidance)
2. Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
3. Behaviour in Schools 2024 (advice for schools, including advice for appropriate behaviour between pupils)
4. Equality Act 2010 and schools
5. SEND code of practice: 0 to 25 years (statutory guidance)
6. Alternative Provision (statutory guidance)
7. Mental Health and Behaviour in Schools (advice for schools)
8. Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
9. The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

10. [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

Our programmes of study are aligned to the PSHE Association Programmes of Study for PSHE/RSE.

## Senior School

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017.](#)   In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](#)  At Alderley Edge school for girls we teach RSE as set out in this policy.

## Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1.   Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2.   Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3.   Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4.   Pupil consultation – we investigated what exactly pupils want from their RSE
5.   Ratification – once amendments were made, the policy was shared with governors and ratified

## 3   Teaching and Learning

3.1 We use a range of teaching and learning strategies. We place an emphasis on active learning by involving the children in dialogue and debates in a non-judgemental way, which allows scope for pupils to ask questions and engage in discussion. We also assess what they know at the start of the unit and review this at the end. All lessons have a PowerPoint presentation and further resources, which are available to staff in Share Point (in Senior School) and Jigsaw platform (in Prep School).

We are fortunate to have a trained School Nurse Mrs Claire Clark, who delivers specialist sessions on sex education across the school on themes such as puberty, periods, STIs, contraception and First Aid (in an age-appropriate manner).

We also have external visitors and organisations who come in to give presentations and talks. For example, road safety workshops, first aid, sessions on self-esteem, anti-bullying workshops, body image sessions, sexting information, abuse talks and healthy relationships advice. We also have links with our local Police Force, who come in and deliver talks on various topics such as alcohol and online safety. The headteacher and/ or the PSHE/RSE Subject Lead will liaise with external agencies regarding the school PSHE/RSE programme and ensures that all adults who work with students on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance processes.

3.2 To ensure a consistent approach, with a shared language and understanding at its centre, we use a comprehensive, carefully thought-through spiral programme of study, which brings consistency and progression to our pupil's learning in this vital curriculum area.

3.3 We ensure that PSHE/RSE discussions take place in a safe and supportive learning environment. Where we are aware that a child is vulnerable or she has indicated as such, we will offer appropriate support. This policy is informed by our Child Protection and Safeguarding Policy.

## 4  PSHE/RSE Curriculum Planning

4.1 All year groups from Year 1-11 have one 50-minute lesson per week and are taught in their class or tutor groups. In year 12 and 13 they have one 50-minute lesson per fortnight. Alongside these planned programmes of work, time is allowed for dealing with issues and matters that arise during lessons and from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved. The opportunity for confidential discussions to deal with individual concerns is made available by class teachers as necessary. This ensures that our curriculum is broad and balanced.

4.2 In KS3 pupils are taught solely by Miss McConville and at KS4 and KS5, pupils are on a carousel and move around the different staff throughout the year. This means that staff specialise in one topic/area, which they deliver to all tutor groups in that year group.

4.3 Where appropriate we introduce PSHE/RSE through other subjects, e.g. when teaching about environmental issues in Geography, we offer pupils the opportunity to explore what makes a good citizen and they do projects for example on how to reduce plastic waste. There is also an overlap between the programmes of study of RE, Science, PE, Food, Computing, English and PSHE/RSE.

4.4 The teaching of PSHE/RSE incorporates the teaching of Relationships and Sex Education. The teaching of Relationships and Sex is covered separately in our Relationships and Sex Education Policy. In the Prep School, this is delivered by the class

teachers alongside Mrs Clark, the School Nurse. In the Senior School, this is delivered primarily by Miss McConville the subject lead, and Mrs Clark.

4.5 In the Prep School, we also develop PSHE/RSE through activities and whole-school events, e.g. the School Council, Friendship Council, digital leaders and Eco group/angels, where representatives from each class meet regularly to discuss school matters. There is a particular focus on developing pupils' independence and self-esteem and giving them the opportunity to develop leadership and co-operative skills, through teambuilding activities.

4.6 A copy of our Programme of Study overview for the teaching of PSHE/RSE in both the Prep and Senior School is attached as Appendix A and B.

4.7 PSHE/RSE is an integral part of the daily teaching and learning in the Early Years Foundation Stage. It is covered by the 'prime area' of Personal, Social and Emotional Development and the 'specific area' of 'Understanding the World'. We use the age-related expectations of the Development Matters guidance to support staff in providing age-appropriate activities as the children develop awareness of themselves as part of a larger school community and learn to respect other peoples' feelings and beliefs.

4.8 In the Senior School, staff only teach topics which they are comfortable with and sometimes we may move topics across to staff. Miss McConville and HOY (Head of Year) will often pick up more sensitive issues. Before delivering sensitive material, staff check with HOY on current situations to take the needs of pupils and take their welfare into consideration. For example, a pupil may not want to attend a session on bereavement if they have recently lost a member of their family. Alternative work will be set by their teacher, and they will work with their HOY or in a quiet space in the library where they are supervised.

4.9 PSHE/RSE is an integral part of the daily teaching and learning at Alderley Edge School for Girls. There are six key areas/units covered in the Prep School across the year, which is delivered through the 'Jigsaw' scheme of work: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. In the Senior School, three key areas/units are taught: RSE - Relationships and Sex Education, Health and Wellbeing and Living in the Wider World.

## 5 Parents' Right to Withdraw

**Prep School**
"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Alderley Edge School for Girls, puberty is taught as a statutory requirement of Health Education and covered by our PSHE curriculum in the 'Changing Me' Unit alongside

our science curriculum within human reproduction and life cycles. We conclude that sex education refers to the conception of babies and therefore, although we see this content as a valuable and important part of our children's education, inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this:

i.e. the following two lessons from the Changing Me Unit

1. Year 5, Lesson 4 (Conception)
2. Year 6, Lesson 3 (Conception, birth)
The school will inform parents of year 5 and 6 by letter before the Changing Me Unit is taught in the summer term.

## Senior School

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix G of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## 6 Contribution of PHSE/RSE to teaching in other curriculum areas.

6.1 PSHE/RSE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE/RSE.

6.2 PSHE and Citizenship provides rich opportunities for pupils:

- To understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- To develop their spiritual, moral, and cultural awareness;
- To develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving; develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.
- To learn and uphold fundamental British values

## 7 PSHE/RSE and Computing

7.1 Computing contributes to the teaching of PSHE/RSE in a variety of ways and promotes working together in a collaborative manner. Computing lessons develop a sense of global citizenship by using the Internet and other computing applications. Online safety is taught in all year groups with different themes, that are age appropriate.

7.2 In the Prep School, online safety is taught in computing lessons and through whole school assemblies and theme days/weeks. The Prep School 'Digital Leaders' (Years 1-6) meet regularly with the Computing subject lead and will feed back to their class about ways to be safe online. Furthermore, they lead on the Prep School 'Safer Internet Day'. In Year 5, the PSHE/RSE 'Relationships' unit is primarily focussed on online relationships and ensuring safe online habits are formed. Key Stage Two pupils are taught by specialist senior school computing staff during computing lessons where this is covered further.

## 8 PSHE/RSE and Inclusion

8.1 We teach PSHE/RSE to all pupils, regardless of their attainment. Our teachers provide learning opportunities matched to the individual needs of pupils with learning differences. Appropriate support is provided where needed.

8.2 For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Such possibilities may include School Council, Friendship Council, Eco Group/Angels, prefects, scholarships, Head and Deputy Girls and others.

## 9 Assessment for Learning

9.1 In the Prep School, teachers assess the children's work in PSHE/RSE by making formative judgments as they observe them during lessons and make summative assessments against objectives for each unit at their completion each half term. The use of baseline and 'end of unit' assessment activities support teacher judgement and showcase progress. Continuous teacher assessment plays an important part in PSHE/RSE. The teacher observes pupils in a variety of situations and not solely within the context of PSHE/RSE lessons e.g. break-time, circle time and in group work, and makes judgements based on the evidence of what is seen and heard and on a pupil's reaction to people and situations. Such observations will inform the teacher's judgements against the objectives and, in some circumstances, may be reported to parents. We do not set formal examinations in PSHE/RSE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense. The pupils self-assess against each objective in the PSHE/RSE unit, assessing both their knowledge and skills against a set of attainment descriptors.

9.2 In the Senior School, teachers assess the pupil's work in PSHE/RSE by making formative judgments during lessons and make summative assessments at the end of each unit. The use of baseline and 'end of unit' assessment activities support teacher judgement and showcase progress. We do not set formal examinations in PSHE/RSE. We have clear expectations of what the students will know, understand and be able to do at the end of each year. Students complete the 'How are you' survey on the Chameleon platform at the start of the year and this supports a bespoke curriculum to the needs of each year group.

## 10 Resources

10.1 All resources including schemes of learning and all overviews, PowerPoints and handouts/resources for each lesson are stored in the PSHE Share Point for Senior School, and in the year group planning folders for Prep School. There are also additional resources in the library. We use the Chameleon PSHE resources in the Senior School and Jigsaw in the Prep School.

## 11 Recording and Reporting

11.1 In the Prep School, on the annual report there is a section to comment on PSHE and RSE attainment in and on personal and social development in the General comment box. In addition to this written report, parents are invited into school for a verbal report on their child's progress and development during each term. Pupils also lead discussions with their parents about their learning during the Learning Exchange sessions twice per year.

11.2 All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the class teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers, the SEND co-ordinator to identify pupils' progress, which is well above or below that which is expected.

11.3 In the Senior School, pupils receive an annual report. The report is a summary of the academic year and includes an effort grade. A termly PSHE newsletter is sent home to showcase student's work, share upcoming guest speakers, highlight key topics for each year group and offers support for parents.

## 12 Monitoring and review

12.1 The planning and co-ordination of the teaching in PSHE/RSE and are the responsibility of the subject leader, Miss McConville (both Prep and Seniors).

- They support colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE/RSE
- They are responsible for the formulation and updating of a Whole School PSHE and RSE Policy
- They take responsibility for the auditing, ordering and maintenance of PSHE/RSE resources
- They review evidence of the student's work and observe PSHE/RSE lessons across the school.

12.2 This policy will be reviewed in accordance with the School Curriculum Development Plan. The Curriculum Committee of the governing body monitors this policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE/RSE programme and makes a record of all such comments. Governors scrutinise and ratify   teaching materials to check they are in accordance with the school's ethos.

## 13 Safeguarding and inclusion

13.1 Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE/RSE.  Safeguarding is a statutory duty, and we ensure there is appropriate content within PSHE/RSE to educate pupils about keeping themselves and others safe. This includes pupils learning about relevant UK legislation such as the Equality Act 2010, laws around sexual harassment and abuse, and other criminal behaviours.

13.2 Sensitive and controversial issues are certain to arise in PSHE/RSE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual students. Issues that we address in PSHE/RSE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, or peers.

13.3 The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure

that teaching is accessible to all children and young people, including those who are LGBTQ+ and those from different cultural and faith backgrounds. Our inclusive PSHE/RSE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

## Appendices

Appendix A     Prep School Programme of Study Overview

Appendix B     Senior School Programme of Study Overview

Appendix C     By the end of Primary School pupils should know (health education)

Appendix D     By the end of Secondary School pupils should know (health education)

Appendix E     By the end of Primary School pupils should know (relationships and sex education)

Appendix F     By the end of Secondary School pupils should know (relationships and sex education)

Appendix G     Parent Form: Withdrawal from Sex Education within RSE

# Appendix A

# PSHE & RSE Programme of Study Overview

## Prep School 2022-23

| Year Group | Unit 1<br>Being Me In My World | Unit 2<br>Celebrating Difference | Unit 3<br>Dreams and Goals | Unit 4<br>Healthy Me | Unit 5<br>Relationships | Unit 6<br>Changing Me |
|---|---|---|---|---|---|---|
| R | -Self-identity<br>-Understanding feelings<br>-Being in a classroom<br>-Being gentle<br>-Rights and responsibilities | -Identifying talents<br>-Being special<br>-Families<br>-Where we live<br>-Making friends<br>-Standing up for yourself | -Challenges<br>-Perseverance<br>-Goal-setting<br>-Overcoming obstacles<br>-Seeking help<br>-Jobs<br>-Achieving goals | -Exercising bodies<br>-Physical activity<br>-Healthy food<br>-Sleep<br>-Keeping clean<br>-Safety | -Family life<br>-Friendships<br>-Breaking friendships<br>-Falling out<br>-Dealing with bullying<br>-Being a good friend | -Bodies<br>-Respecting my body<br>-Growing up<br>-Growth and change<br>-Fun and fears<br>-Celebrations |
| 1 | -Feeling special and safe<br>-Being part of a class<br>-Rights and responsibilities<br>-Rewards and feeling proud<br>-Consequences<br>-Owning the Learning Charter | -Similarities and differences<br>-Understanding bullying and knowing how to deal with it<br>-Making new friends<br>-Celebrating the differences in everyone | -Setting goals<br>-Identifying successes and achievements<br>-Learning styles<br>-Working well and celebrating achievement with a partner<br>-Tackling new challenges<br>-Identifying and overcoming obstacles<br>-Feelings of success | -Keeping myself healthy<br>-Healthier lifestyle choices<br>-Keeping clean<br>-Being safe<br>-Medicine safety/safety with household items<br>-Road safety<br>-Linking health and happiness | -Belonging to a family<br>-Making friends/being a good friend -<br>Physical contact preferences<br>-People who help us<br>-Qualities as a friend and person<br>-Self-acknowledgement<br>-Being a good friend to myself<br>-Celebrating special relationships | Life cycles – animal and human<br>-Changes in me<br>-Changes since being a baby<br>-Differences between female and male bodies (correct terminology)<br>-Linking growing and learning<br>-Coping with change<br>-Transition |
| 2 | -Hopes and fears for the year<br>-Rights and responsibilities<br>-Rewards and consequences<br>-Safe and fair learning environment<br>-Valuing contributions<br>-Choices<br>-Recognising feelings | -Assumptions and stereotypes about gender<br>-Understanding bullying<br>-Standing up for self and others<br>-Making new friends<br>-Gender diversity<br>-Celebrating difference and remaining friends | -Achieving realistic goals<br>-Perseverance<br>-Learning strengths<br>-Learning with others<br>-Group co-operation<br>-Contributing to and sharing success | -Motivation<br>-Healthier choices<br>-Relaxation<br>-Healthy eating and nutrition<br>-Healthier snacks and sharing food | -Different types of family<br>-Physical contact boundaries<br>-Friendship and conflict<br>-Secrets<br>-Trust and appreciation<br>-Expressing appreciation for special relationships | -Life cycles in nature<br>-Growing from young to old<br>-Increasing independence<br>-Differences in female and male bodies (correct terminology)<br>-Assertiveness<br>-Preparing for transition |
| 3 | -Setting personal goals<br>-Self-identity and worth<br>-Positivity in challenges<br>-Rules, rights and responsibilities<br>-Rewards and consequences<br>-Responsible choices<br>-Seeing things from others' perspectives | -Families and their differences<br>-Family conflict and how to manage it (child-centred)<br>-Witnessing bullying and how to solve it<br>-Recognising how words can be hurtful<br>-Giving and receiving compliments | -Difficult challenges and achieving success<br>-Dreams and ambitions<br>-New challenges<br>-Motivation and enthusiasm<br>-Recognising and trying to overcome obstacles<br>-Evaluating learning processes<br>-Managing feelings<br>Simple budgeting | -Exercise<br>-Fitness challenges<br>-Food labelling and healthy swaps<br>-Attitudes towards drugs<br>-Keeping safe and why it's important online and off line scenarios<br>-Respect for myself and others<br>-Healthy and safe choices | -Family roles and responsibilities<br>-Friendship and negotiation<br>-Keeping safe online and who to go to for help<br>-Being a global citizen<br>-Being aware of how my choices affect others<br>-Awareness of how other children have different lives<br>-Expressing appreciation for family and friends | -How babies grow<br>-Understanding a baby's needs<br>-Outside body changes<br>-Inside body changes<br>-Family stereotypes<br>-Challenging my ideas<br>-Preparing for transition |
| 4 | -Being part of a class team<br>-Being a school citizen<br>-Rights, responsibilities and democracy (school council)<br>-Rewards and consequences<br>-Group decision-making<br>-Having a voice<br>-What motivates behaviour | -Challenging assumptions<br>-Judging by appearance<br>-Accepting self and others<br>-Understanding influences<br>-Understanding bullying<br>-Problem-solving<br>-Identifying how special and unique everyone is<br>-First impressions | -Hopes and dreams<br>-Overcoming disappointment<br>-Creating new, realistic dreams<br>-Achieving goals<br>-Working in a group<br>-Celebrating contributions<br>-Resilience<br>-Positive attitudes | -Healthier friendships<br>-Group dynamics<br>-Smoking<br>-Alcohol<br>-Assertiveness<br>-Peer pressure<br>-Celebrating inner strength | -Jealousy<br>-Love and loss<br>-Memories of loved ones<br>-Getting on and Falling Out<br>-Girlfriends and boyfriends<br>-Showing appreciation to people and animals | -Being unique<br>-Girls and puberty<br>-Confidence in change<br>-Accepting change<br>-Preparing for transition<br>-Environmental change |

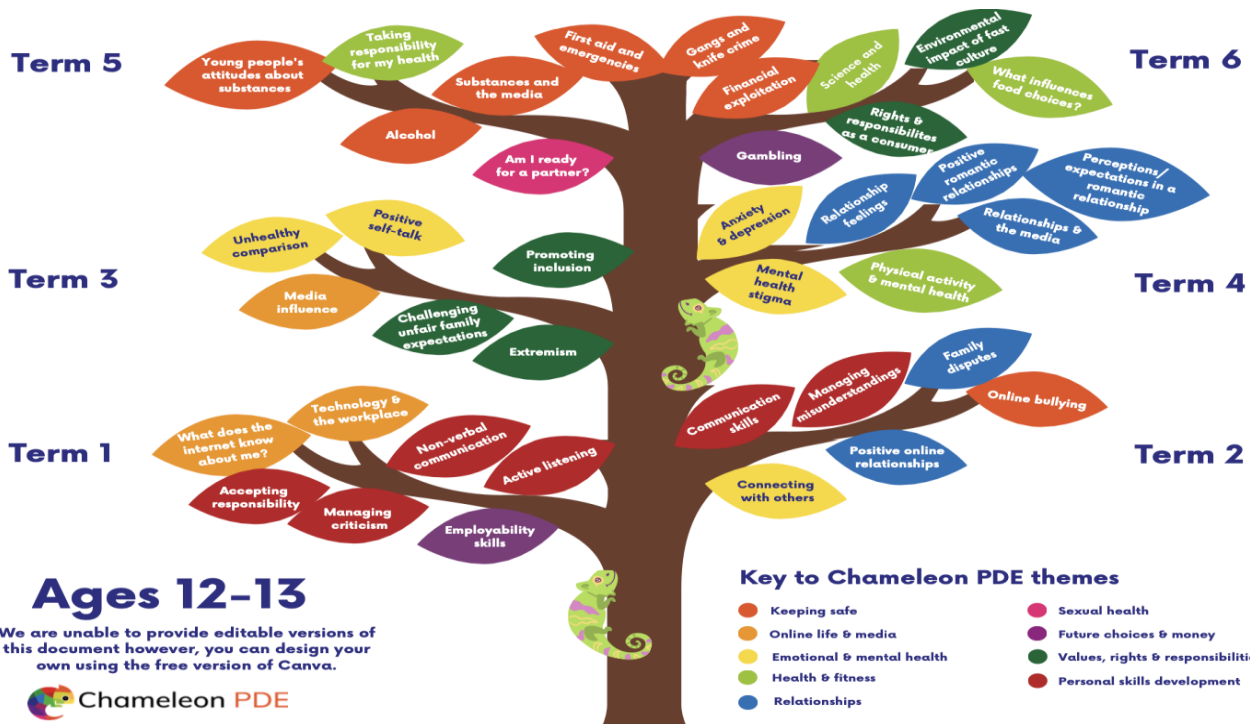| 5 | -Planning the forthcoming year<br>-Being a citizen<br>-Rights and responsibilities<br>-Rewards and consequences<br>-How behaviour affects groups<br>-Democracy, having a voice, participating | -Cultural differences and how they can cause conflict<br>-Racism<br>-Rumours and name-calling<br>-Types of bullying<br>-Material wealth and happiness<br>-Enjoying and respecting other cultures | -Future dreams<br>-The importance of money<br>-Jobs and careers<br>-Dream job and how to get there<br>-Goals in different cultures<br>-Supporting others (charity)<br>-Motivation | -Smoking, including vaping<br>-Alcohol<br>-Alcohol and anti-social behaviour<br>-Emergency aid<br>-Body image<br>-Relationships with food<br>-Healthy choices<br>-Motivation and behaviour | -Self-recognition and self-worth<br>-Building self-esteem<br>-Safer online communities<br>-Rights and responsibilities online<br>-Online gaming and gambling<br>-Reducing screen time<br>-Dangers of online grooming<br>-SMARRT internet safety rules | -Self- and body image<br>-Influence of online and media on body image<br>-Puberty for girls<br>-Puberty for boys<br>-Conception (including IVF)<br>-Growing responsibility<br>-Coping with change<br>-Preparing for transition |
| 6 | -Identifying goals for the year<br>-Global citizenship<br>-Children's universal rights<br>-Feeling welcome and valued<br>-Choices, consequences and rewards<br>-Group dynamics<br>-Democracy, having a voice<br>-Anti-social behaviour<br>-Role-modelling | -Perceptions of normality<br>-Understanding disability<br>-Power struggles<br>-Understanding bullying<br>-Inclusion/exclusion<br>-Differences as conflict, difference as celebration<br>-Empathy | -Personal learning goals, in and out of school<br>-Success criteria<br>-Emotions in success<br>-Making a difference in the world<br>-Motivation<br>-Recognising achievements<br>-Compliments | -Taking personal responsibility<br>-How substances affect the body<br>-Exploitation, including 'county lines' and gang culture<br>-Emotional and mental health<br>-Managing stress | -Mental health<br>-Identifying mental health worries and sources of support<br>-Love and loss<br>-Managing feelings<br>-Power and control<br>-Assertiveness<br>-Technology safety<br>-Take responsibility with technology use | -Self-image<br>-Body image<br>-Puberty and feelings<br>-Conception to birth<br>-Reflections about change<br>-Physical attraction<br>-Respect and consent<br>-Boyfriends/girlfriends<br>-Sexting Transition |

# Appendix B

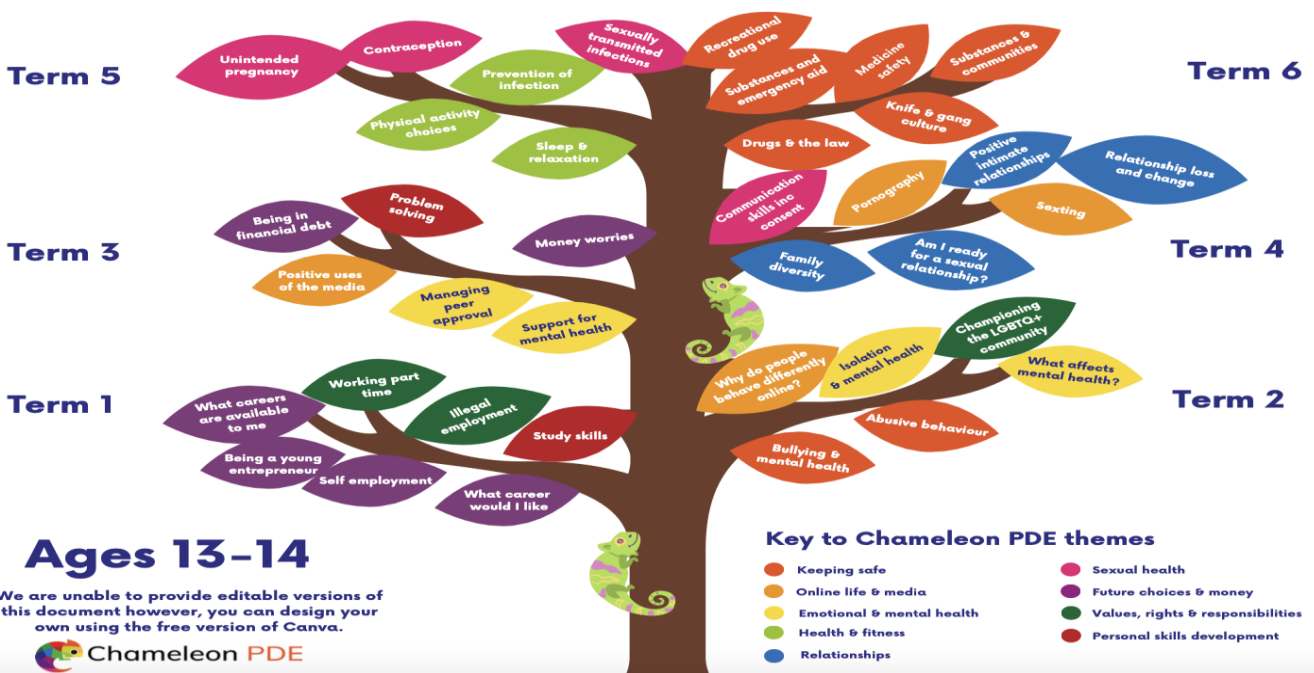## PSHE/RSE topic overview Year 7-11

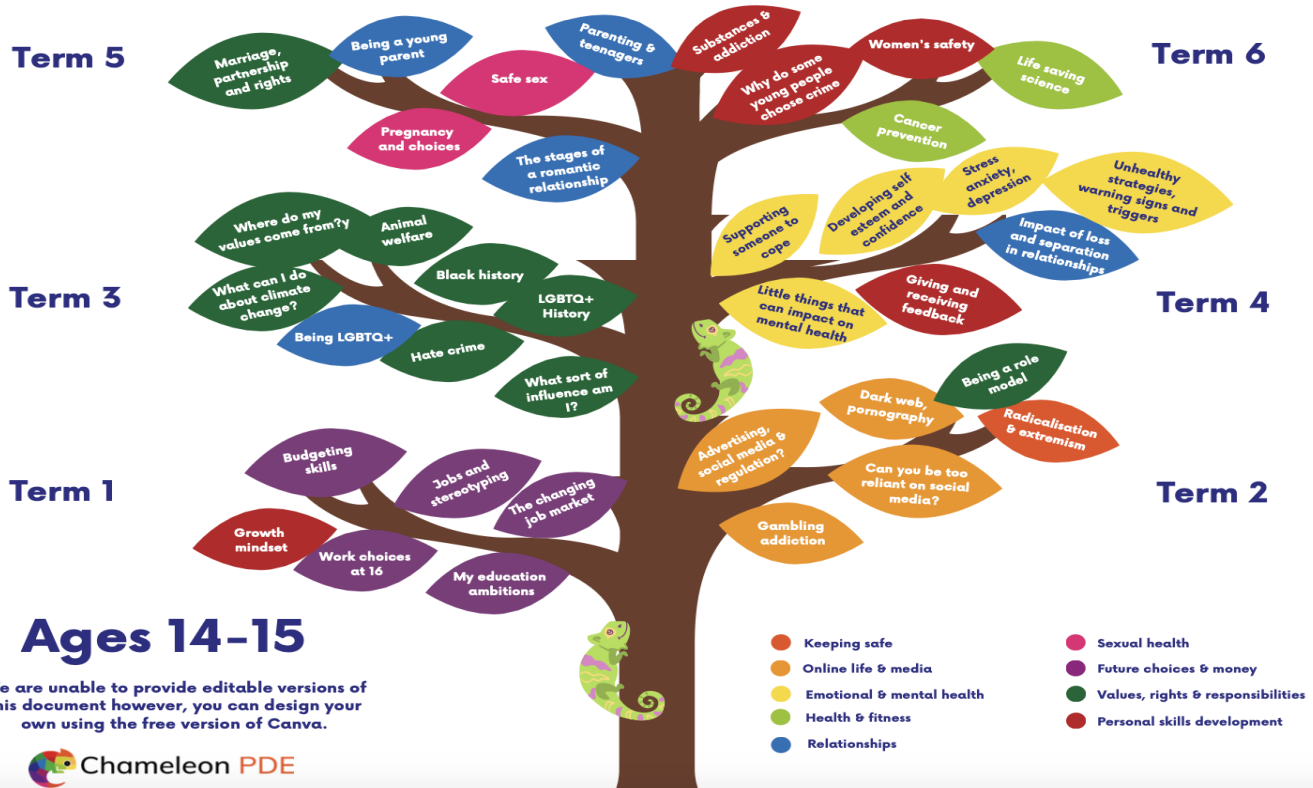## Year 7 Curriculum Overview



## Year 8 Curriculum Overview

**Year 9 Curriculum Overview**



**Year 10 Curriculum Overview**

Ages 14-15

We are unable to provide editable versions of this document however, you can design your own using the free version of Canva.

Chameleon PDE

**Term 5**
- Marriage, partnership and rights
- Being a young parent
- Parenting & teenagers
- Safe sex
- Substances & addiction
- Why do some young people choose crime
- Women's safety
- Life saving science
- Pregnancy and choices
- The stages of a romantic relationship
- Cancer prevention

**Term 6**
- Developing self esteem and confidence
- Stress, anxiety, depression
- Unhealthy strategies, warning signs and triggers
- Supporting someone to cope
- Impact of loss and separation in relationships

**Term 3**
- Where do my values come from?
- Animal welfare
- What can I do about climate change?
- Black history
- LGBTQ+ History
- Being LGBTQ+
- Hate crime
- What sort of influence am I?
- Little things that can impact on mental health
- Giving and receiving feedback

**Term 4**
- Dark web, pornography
- Being a role model
- Radicalisation & extremism
- Advertising, social media & regulation?
- Can you be too reliant on social media?

**Term 1**
- Budgeting skills
- Jobs and stereotyping
- The changing job market
- Growth mindset
- Work choices at 16
- My education ambitions

**Term 2**
- Gambling addiction

Legend:
- Keeping safe
- Online life & media
- Emotional & mental health
- Health & fitness
- Relationships
- Sexual health
- Future choices & money
- Values, rights & responsibilities
- Personal skills development

## Year 11 Curriculum Overview
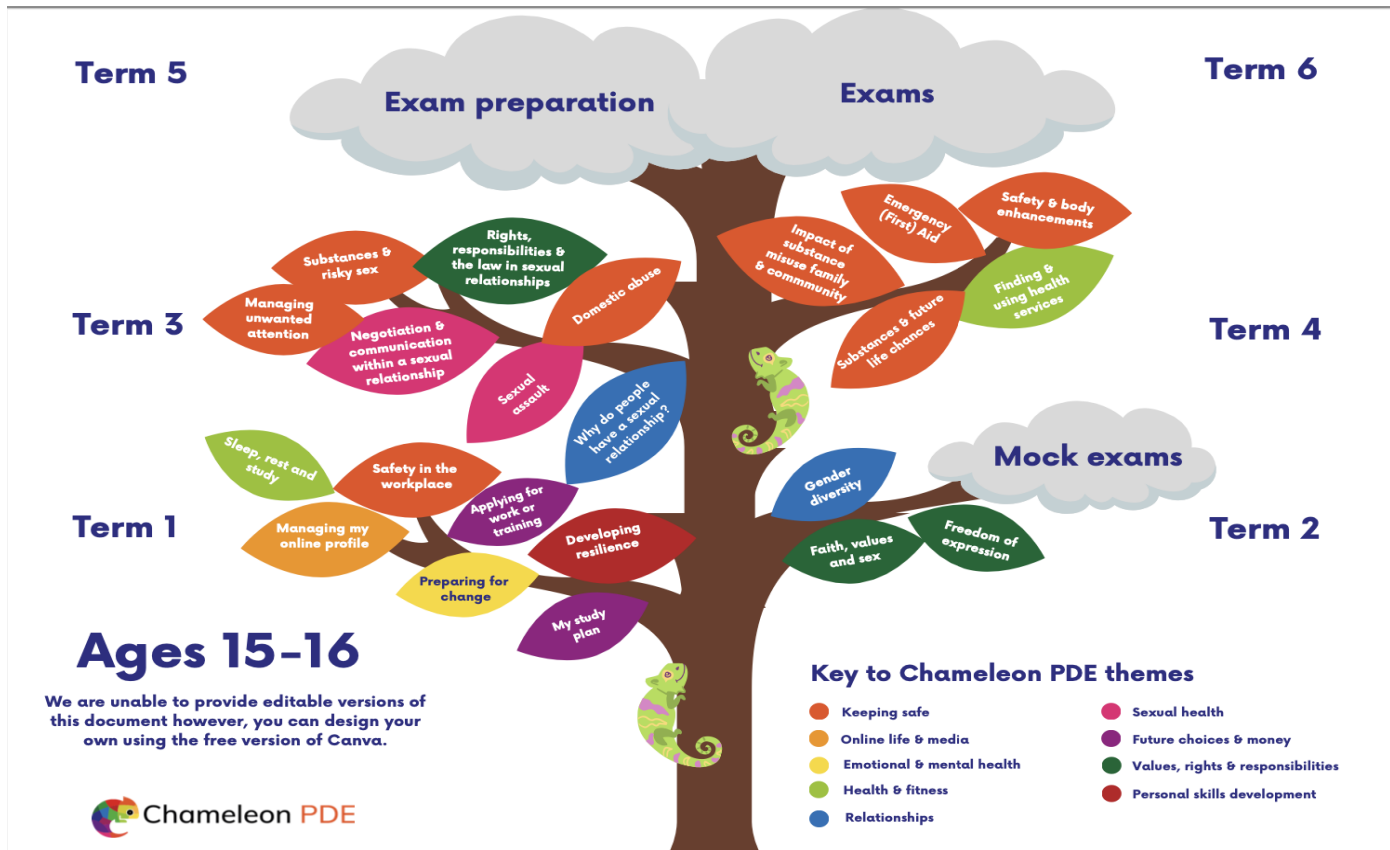
# Appendix C

**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| Topic | Pupils should know | AESG Coverage |
|---|---|---|
| **Mental wellbeing** | • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental well-being and happiness.<br>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).<br>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | All of these aspects are covered in lessons within the units<br><br>• Healthy Me<br>• Relationships<br>• Changing Me<br>• Celebrating Difference |

| Internet safety and harms | • H11 that for most people the internet is an integral part of life and has many benefits.<br>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• H13 how to consider the effect of their online actions on others and knowhow to recognise and | All of these aspects are covered in lessons within the units<br><br>• Relationships<br>• Healthy Me |
|---|---|---|
|  | display respectful behaviour online and the importance of keeping personal information private.<br>• H14 why social media, some computer games and online gaming, for example, are age restricted.<br>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.<br>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>• H17 where and how to report concerns and get support with issues online. |  |
| Physical health and fitness | • H18 the characteristics and mental and physical benefits of an active lifestyle.<br>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.<br>• H20 the risks associated with an inactive lifestyle (including obesity).<br>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | All of these aspects are covered in lessons within the units<br><br>• Healthy Me |
| Healthy eating | • H22 what constitutes a healthy diet (including understanding calories and other nutritional content).<br>• H23 the principles of planning and preparing a range of healthy meals.<br>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | All of these aspects are covered in lessons within the units<br><br>• Healthy Me |
| Drugs, alcohol and tobacco | • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | All of these aspects are covered in lessons within the units<br><br>• Healthy Me |

| Health and prevention | • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• H31 the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the units<br><br>• Healthy Me |
|---|---|---|
| Basic first aid | • H32 how to make a clear and efficient call to emergency services if necessary.<br>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the units<br><br>• Healthy Me |
| Changing adolescent body | • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>• H35 about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the units<br><br>• Changing Me<br>• Healthy Me |

## Appendix D

By the end of Secondary School, pupils should know:

**Schools should continue to develop knowledge on topics specified for primary as required <u>and in addition</u> cover the following content by the end of secondary:**

| Mental wellbeing | Pupils should know |
|---|---|
| | • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. |
| | • that happiness is linked to being connected to others. |
| | • how to recognise the early signs of mental wellbeing concerns. |
| | • common types of mental ill health (e.g. anxiety and depression). |
| | • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. |
| | • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| Internet safety and harms | Pupils should know |
| | • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and |

| | information is targeted at them and how to be a discerning consumer of information online. <br>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |
|---|---|
| **Physical health and fitness** | Pupils should know <br>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. <br>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. <br>• about the science relating to blood, organ and stem cell donation. |
| **Healthy eating** | Pupils should know <br>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| **Drugs, alcohol and tobacco** | Pupils should know <br>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. <br>• the law relating to the supply and possession of illegal substances. <br>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. <br>• the physical and psychological consequences of addiction, including alcohol dependency. <br>• awareness of the dangers of drugs which are prescribed but still present serious health risks. <br>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |

| Health and prevention | Pupils should know |
|---|---|
| | • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. |
| | • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. |
| | • (late secondary) the benefits of regular self-examination and screening. |

| | • the facts and science relating to immunisation and vaccination. |
|---|---|
| | • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| Basic first aid | Pupils should know |
| | • basic treatment for common injuries. |
| | • life-saving skills, including how to administer CPR.[15] |
| | • the purpose of defibrillators and when one might be needed. |
| Changing adolescent body | Pupils should know |
| | • key facts about puberty, the changing adolescent body and menstrual wellbeing. |
| | • the main changes which take place in males and females, and the implications for emotional and physical health. |

## Appendix E

By the end of Primary School, pupils should know:

| Topic | Pupils should know… | AESG Coverage |
|---|---|---|
| **Families and people who care for me** | 1. R1 that families are important for children growing up because they can give love, security and stability.<br>2. R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.<br>3. R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.<br>4. R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.<br>5. R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).<br>6. R6 how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | All of these aspects are covered in lessons within the units<br><br>1. Relationships<br>2. Changing Me<br>3. Celebrating Difference<br>4. Being Me in My World |
| **Caring friendships** | 1. R7 how important friendships are in making us feel happy and secure, and how people choose and make friends<br>2. R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>3. R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded<br>4. R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br>5. R11 how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed | All of these aspects are covered in lessons within the units<br><br>• Being Me in My World<br>• Celebrating Difference<br>• Relationships |

| Respectful relationships | 1. R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>2. R13 practical steps they can take in a range of different contexts to improve or support respectful relationships<br>3. R14 the conventions of courtesy and manners<br>4. R15 the importance of self-respect and how this links to their own happiness<br>5. R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br>6. R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>7. R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive<br>8. R19 the importance of permission-seeking and giving in relationships with friends, peers and adults | All of these aspects are covered in lessons within the units<br><br>• Being Me in My World<br>• Celebrating Difference<br>• Dreams and Goals<br>• Healthy Me<br>• Relationships<br>• Changing Me |
|---|---|---|
| Online relationships | 1. R20 that people sometimes behave differently online, including by pretending to be someone they are not.<br>2. R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.<br>3. R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>4. R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>5. R24 how information and data is shared and used online. | All of these aspects are covered in lessons within the units<br><br>1. Relationships<br>2. Changing Me<br>3. Celebrating Difference |
| Being safe | 1. R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>2. R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>3. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>4. R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>5. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.<br>6. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,<br>7. R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>8. R32 where to get advice e.g. family, school and/or other sources. | All of these aspects are covered in lessons within the units<br><br>1. Relationships<br>2. Changing Me<br>3. Celebrating Difference |

**Appendix F**

By the end of Secondary School, pupils should know:

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families | That there are different types of committed, stable relationships |
| | How these relationships might contribute to human happiness and their importance for bringing up children |
| | What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony |
| | Why marriage is an important relationship choice for many couples and why it must be freely entered into |
| | The characteristics and legal status of other types of long-term relationships |
| | The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting |
| | How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to reconise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Respectful relationships, including friendships | The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship |
| | Practical steps they can take in a range of different contexts to improve or support respectful relationships |
| | How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) |
| | That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs |
| | About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help |
| | That some types of behaviour within relationships are criminal, including violent behaviour and coercive control |
| | What constitutes sexual harassment and sexual violence and why these are always unacceptable |
| | The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |
| Online and media | Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online |
| | About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online |
| | Not to provide material to others that they would not want shared further and not to share personal material which is sent to them |
| | What to do and where to get support to report material or manage issues online |
| | The impact of viewing harmful content |
| | That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners |
| | That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail |
| | How information and data is generated, collected, shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Being safe | The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships<br><br>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |
| Intimate and sexual relationships, including sexual health | How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship<br><br>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing<br><br>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br><br>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br><br>That they have a choice to delay sex or to enjoy intimacy without sex<br><br>The facts about the full range of contraceptive choices, efficacy and options available<br><br>The facts around pregnancy including miscarriage<br><br>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)<br><br>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing<br><br>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br><br>How the use of alcohol and drugs can lead to risky sexual behaviour<br><br>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

**Appendix G**

**Parent form: Withdrawal from Sex Education within RSE**

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | |