



## Personal Social Health and Economic Education (PSHEE) and Relationships and Sex Education (RSE) Policy

### Policy Review and Approval

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A copy of this policy and other related policies can be obtained from the School Office.

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**We have the highest aspirations for our school and every member of our school community. By promoting a culture of Ambition, Support, Perseverance, Integrity, Reflection and Empathy, we strive to Aspire, in all that we do.**

*This policy has been subject to a workload impact assessment as part of our commitment to reducing workload.*

We expect all students, including those in the Early Years Foundation Stage (EYFS), to meet academic challenges, discover their passions, develop confidence, contribute positively to society, be resilient and become independent thinkers prepared for successful and fulfilling lives.

## **1. Context and rationale**

Under the Education Act 2002 / Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society; and
- prepares students for the opportunities, responsibilities and experiences of later life.

Schools also have wider responsibilities under the Equalities Act 2010 to ensure that PSHEE education is sensitive to the different needs of individual students which may need to evolve and adapt over time as the population changes. At all times, the overarching principle is to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial for lessons to help children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

The DfE has stated as part of its National Curriculum guidance that *“All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice”*. This position was reinforced by the Government’s latest draft of the national curriculum framework, published in July 2013.

## **2. Intent, aims and objectives**

The intent of our PSHEE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. As a result of this, students will become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are a part of growing up. We provide our students with the necessary skills to respond effectively to economic and political changes as well as changing patterns of work, and equip students for their adult roles in society, helping them to understand the responsibilities of being parents, citizens and consumers.

We provide our students with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our school ethos supports this through encouraging our students to be Ready, Respectful and Safe.

- To create a cohesive learning community through the promotion of our students’ spiritual, moral, social and cultural development and their physical, social and emotional well-being.

- To enable all students to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow students to develop lively, inquisitive minds so that they can be capable of independent thought and formulate their own opinions.
- To experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities later in life.
- To develop appropriate skills in literacy and numeracy.
- To develop programmes of study and experiences which will enhance students' self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment.
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances students' knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgemental participation by students and staff.

### 3. Implementation

#### 3.1 EYFS and Primary

The approach recommended by both Ofsted and the PSHEE Association is discrete curriculum time supported by other learning opportunities across the curriculum including the use of enhancement days. PSHEE is delivered through curriculum subjects, assemblies and circle times. Primary students receive a planned developmental programme of PSHEE. This planned programme of education will be most effectively taught through a 'spiral programme' with each core theme lasting a term which students will experience every year. At each encounter, the level of demand will increase and learning will aim to be progressively deepened.

Term 1	Term 2	Term 3
Being me in my world Celebrating Difference	Dreams and Goals Healthy Me	Relationship Changing me

The chosen topics will provide a context to progressively expand and enrich the overarching concepts below and transferable intrapersonal skills, interpersonal skills and skills of enquiry, at an age-appropriate level.

#### Overarching Concepts

1. Identity personal qualities, attitudes, skills, attributes and achievements and what influences these.
2. Relationships (including different types and in different settings).
3. A healthy (including physically, emotionally and socially) balanced lifestyle.
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings).
5. Diversity and equality (in all its forms).
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying and abuse, negotiation and 'win-win' outcomes).
9. Career (including enterprise, employability and economic understanding).

### 3.2 The Jigsaw PSHE Programme

Jigsaw PSHE is a comprehensive and original Scheme of Work for the whole-phase, from Reception - Year 6. It integrates PSHEE (Personal, Social, Health and Economic) Education, emotional literacy, social skills and spiritual development in a whole-phase approach.

Jigsaw PSHE brings together PSHEE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw PSHE is designed as a whole-phase approach, with all Year Groups working on the same theme, or Puzzle, at the same time.

The Jigsaw PSHEE programme is informed by existing DfE guidance on:

- Sex and Relationships Education - Sex and Relationship Education Guidance, July 2000;
- Preventing and tackling bullying - Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017;
- Drug and Alcohol Education - DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012;
- Safeguarding - Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013, and Keeping Children Safe in Education, 2018; and
- Equality - Equality Act 2010: Advice for school leaders, school staff, Governing Bodies and local authorities, revised June 2014.

There are six Puzzles in the Jigsaw PSHE programme which are designed to progress in sequence from September to July:

- Being Me in My World;
- Celebrating Difference (including anti-bullying);
- Dreams and Goals;
- Healthy Me;
- Relationships; and
- Changing Me.

Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that the Jigsaw PSHE programme is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The Jigsaw PSHE Programme meets all the outcomes in the PSHEE Association Programmes of Study (2017) and the DfE draft guidance on RSE and Health Education (2018).

### **3.3 Secondary and Sixth Form - Careers and Community**

PSHEE, RSE, careers and drugs education cannot always be confined to specific timetabled time.

At Gildredge House, PSHEE is delivered within Careers and Community lessons with a whole school approach. This includes:

- discrete curriculum time delivered by specialist teams, Form Tutors and other staff;
- teaching PSHEE through and in other subject / curriculum areas;
- through PSHEE activities and school focus days or events; and
- through pastoral care and guidance.

At Gildredge House, students have one lesson per week focusing on Life-related matters, including Careers Education and Guidance, Sex and Drugs / Alcohol Education, Personal Social and Health education as well as Financial Capability.

Formal Assemblies and Form Tutor time are used to deliver aspects of the Life programme e.g. Anti-Bullying.

Careers and Community endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society.

Our bespoke programme at Secondary and Sixth Form builds from the Jigsaw programme delivered in Primary. The curriculum allows students to engage in a range of activities across and beyond the curriculum; students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood.

**Careers and Community gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of and differences between people.**

It also develops students' well-being and self-esteem encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Careers and Community builds on the students' own experiences and work done in the Primary phase. It also compliments Life lessons in the school curriculum, covering areas such as issues in politics, the law, family, the environment, relationships, British Values, e-safety, self-awareness and the media.

## **4. Relationship and Sex Education (RSE)**

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

At Gildredge House, RSE is underpinned by the ethos and values of our school. We aim to ensure that students have a shared understanding of RSE and to deliver an effective programme that meets the needs of all our students, taking into account their varied faiths, abilities and family backgrounds.

We aim to teach RSE within a wider context of building self-esteem, emotional well-being, relationships and healthy lives, beginning in the early years.

#### 4.1 Aims - our intent is:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others).
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- To empower them to be safe and safeguarded.
- To clarify/reinforce existing knowledge.
- To raise students' self-esteem and confidence, especially in their relationships with others.
- To help students understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

#### 4.2 Compulsory aspects of RSE

The sex education contained in National Curriculum Science (Key Stages 1-4) is compulsory in maintained schools. In maintained Secondary schools, it is also compulsory for students to have sex education that includes HIV and AIDS and other sexually-transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000) This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'. (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school. (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education, children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

#### 4.3 RSE and Statutory Duties

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps students understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have responsibilities for safeguarding and a legal duty to promote student well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).

- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64). (This will be updated when the new Ofsted framework is published).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all students of Primary and Secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Keeping Children Safe in Education, 2018 includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

#### 4.4 Primary RSE

The Jigsaw PSHE sex and relationship education unit of work aims to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. It is treated in a matter-of-fact manner to allay embarrassment and fear. We do not believe it is controversial. It is flexible enough for a school to ensure that the material fits its ethos and values. There is a strong safeguarding element to Changing Me - the unit of work that teaches sex and relationship education.

#### 4.5 Withdrawal from RSE

The statutory guidance for RSE and Health Education will come into effect in all Secondary schools from 2020, including academies, free schools and independent schools.

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Maintained Primary schools are required to teach National Curriculum Science, which includes some elements of sex education. Parents do not have a right to withdraw their child from this.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Parents wishing to exercise this right are invited in to see the Head of Primary or Head of Secondary and / or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a student has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents who wish to supplement the school's RSE programme or who wish to deliver RSE to their child at home.

#### 4.6 Working with Parents

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents.

Under current legislation, schools should enable parents to exercise their right to withdraw their children (until the age of 15) from any sex education taught outside National Curriculum Science (Education Act 1996). This applies to maintained Primary and Secondary schools and includes students attending a Sixth Form that is part of a school.



Parents have a legal right to see the school RSE Policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw students from these relatively limited and often unplanned discussions.

## 5. Drug and Alcohol Education

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes:

- all illegal drugs;
- all legal drugs including alcohol, tobacco and volatile substances which can be inhaled; and
- all over-the-counter and prescription medicines.

Effective drug and alcohol education can make a significant contribution to the development of the personal skills needed by students as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

**The Drug and Alcohol Education programme delivered through Careers and Community, reflects the school ethos and demonstrates and encourages the following values:**

- respect for self;
- respect for others;
- responsibility for their own actions; and
- responsibility for their family, friends, schools and wider community.

The grids in the Appendices show specific Drug and Alcohol Education learning intentions for each Year Group.

## 6. Delivery

### 6.1 The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital.

To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every lesson - by using The Careers and Community Charter. Teachers and students will devise their own Careers and Community Charter at the beginning of the year so that they have ownership of it. It must include the following aspects:

#### The Careers and Community Charter

##### Everyone has the right to...

Participate or pass  
Listen and speak  
Privacy  
An opinion  
Learn

##### Everyone has the responsibility to...

Allow others to participate or pass  
Listen and allow others to speak  
Maintain privacy  
Respect difference of opinion  
Allow others to learn

PSHEE education is most effective when it uses a wide variety of active learning and assessment approaches and provides frequent opportunities for children and young people to reflect on their own and other people’s experiences so they can use and apply their learning in their own lives. A range of teaching strategies will be used to deliver PSHEE and citizenship in the classroom. The emphasis is on interactive strategies and the active participation of our students.

## 6.2 Teaching Responsibilities

Outstanding teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:

- sharing the learning objective and outcomes (Walt / Wilf);
- good questioning skills;
- ground rules;
- working together;
- understanding another point of view;
- reflection, review and evaluation;
- role play;
- discussion and debate; and
- voting.

Every effort will be made by all staff to include all students in every lesson regardless of ability. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include students with differing learning styles.

## Differentiation / Special Educational Needs

Schemes of work and lessons are written as a universal core curriculum provision for all students. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the students in their classes. To support this differentiation, many lessons suggest creative learning activities that allow students to choose the media with which they work and give them scope to work to their full potential.

## 6.3 Equalities

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 students 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 lesbian, gay, bisexual and transgender (LGBTQ). Inclusive RSE will foster good relations between students, tackle all types of prejudice - including homophobia - and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014).

## 6.4 Assessment

Secondary students will have a Careers and Community exercise book in which they can record their work. Feedback for progress will be in line with Teaching and Learning guidance. Assessment will take place in the classroom as is appropriate to the task being undertaken. In discussion work or role play, this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self and Peer assessment will be actively encouraged and students allowed time to reflect on their progress and achievement.

## 6.5 External Agencies

External contributors from the community e.g. health promotion specialists, school nurses, social workers, and Community Police and fire officers, make a valuable contribution to the Careers and Community programme. Staff will always be present during these sessions and remain responsible for the delivery of the lesson.

Aspects of PSHEE will occasionally be delivered by outside agencies who are specialists in their particular field. The specialists may include health professionals, Police, Fire Brigade, Politicians or Magistrates.

Students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff.

### **6.6 Fundamental British Values**

British values are at the core of Careers and Community teaching. Where appropriate, lessons can be used for the delivery of lessons designed to promote key British values, particularly those pertaining to tolerance and respect for different beliefs and faiths, the rule of law, a broad knowledge of and respect for public institutions and services in England, the understanding and upholding of democratic values and an understanding of ‘right’ and ‘wrong’ and respect for civil and criminal law.

British values underpin ongoing Careers and Community teaching and comprise the initial part of the Scheme of Work for each Year Group.

## **7. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students’ 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 students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their Class Teachers or their peers.

### **7.1 Safeguarding - Confidentially and Handling Disclosures**

We are aware that sometimes disclosures may be made during these lessons; in which case, safeguarding procedures must be followed immediately. Students may need time to talk one-to-one after the lesson and it is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s Child Protection and Safeguarding Policy and Procedure is followed.

### **7.2 Responding to Student Questions**

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues, are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Teachers will be careful to ensure that students’ personal beliefs and attitudes do not influence the teaching of PSHEE. No teacher or student will be expected to answer personal questions and students will not be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

Both formal and informal RSE and Drug and Alcohol Education arising from students’ questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that

individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all students, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Any type of bullying that is related to sexuality is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

## **8. Links to other school policies and areas of the curriculum**

### **8.1 Linked Policies**

- Child Protection and Safeguarding Policy and Procedure
- Careers Education, Information and Guidance
- Learning and Teaching Policy
- Anti-Bullying and the Prevention of Bullying Policy

### **8.2 Curriculum links: EYFS and Primary Phase**

PSHEE learning opportunities in other curriculum subjects are to be encouraged. All subjects in the Primary curriculum can in some way accommodate PSHEE themes e.g. History (where our traditions come from), Geography (understanding difference between people of the world), Science (healthy choices), and Sport (fostering good relationships between people; understanding rules and fairness).

PSHEE also lends itself to whole phase and extended timetable activities, cross-curricular projects, one-to-one or small group support and guidance on specific areas of learning and development, learning through involvement in the life of the school and wider community.

Active involvement in the life of the school and wider community should help even the youngest students recognise and manage risk and take increasing responsibility for themselves and their choices.

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated. Students should be involved in this process, influencing provision from the start as well as having a say in how learning develops.

### **8.3 Curriculum Links: Secondary Phase**

Additionally, other curriculum subjects have opportunities to make links with the Careers and Community Framework through their programme of study:

- English - skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues;
- Mathematics - aspects of financial capability;
- Science - teaching and learning on health, drugs (including medicines), sex education and safety;
- Physical Education - teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter-school competitions;
- ICT - finding ICT based information, handling data, e-mail for communication and exchange of ideas. Considering the ethical impact of the use of computers on our lives. Looking at the impact of legislation such as the Data Protection Act.
- Design / Technology (including, Food and Nutrition) - health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products;

- History - ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness and Democracy;
- Geography - implications of sustainable development for students' own life, study of cultural differences, skills of geographical enquiry including communication;
- Modern Foreign Languages - communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits;
- Art and Design - respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world;
- Music - making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression;
- Religious and World Belief - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
- Economics - developing students' understanding of the world of work and their role as consumers and aspects of financial capability; and
- Business - developing students' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation.

## 9. Monitoring and review

The Careers and Community lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- student and teacher evaluation of the content and learning processes;
- staff meetings to review and share experience; and
- lesson observations.

This policy will be reviewed every year. In addition to this, staff will:

- discuss ongoing developments and our commitment to refining and improving the quality of our PSHEE and Citizenship teaching;
- update the policy when there are substantial alterations to government policy and guidance, or when practice within the school is changed; and
- ensure students are involved, at an age-appropriate level, in the review of this area of learning with its particular relevance to lifelong skills to ensure a successful and happy adulthood.

### 9.1 The role of the Senior Leadership Team

It is the responsibility of the Executive Head Teacher to ensure that staff and parents are informed about the RSE Policy, and that the policy is implemented effectively. It is also the Executive Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Assistant Head - Personal Development will liaise with external agencies regarding the school's RSE programme and ensure that all adults who work with students on these issues are aware of the school policy, and that they work within this framework. The Executive Head Teacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

## Appendix 1 - Primary Phase Programme

### PSHE Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

## Appendix 2 - Secondary Phase Programme

	Living in the Wider World	Relationships and Sex	Health and Wellbeing
Year 7	<ul style="list-style-type: none"> <li>Introduction to Secondary School</li> <li>PSHE introduction</li> <li>Aspirations and Self Esteem</li> <li>Being a Resilient Student</li> <li>Online Safety</li> <li>Introduction to budgeting, Saving and Finance</li> <li>Racism and Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Family, Marriage and Civil Partnership</li> <li>Positive Friendships</li> <li>Love, Positive and Safe relationships</li> <li>Bullying Online and Offline (including cyber bullying and trolling)</li> <li>Personal Identity and Diversity</li> <li>Extremism and Radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Living - Nutrition, Exercise, Rest and Healthy eating</li> <li>Addiction, Drugs and dangerous substances - including smoking and energy drinks</li> <li>Puberty, periods and FGM</li> <li>Mental Health, Depression and anger management</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Careers, Skills, Vocational Qualities, and Entrepreneurship</li> <li>Gangs + Crime</li> <li>Finance, Budgeting, Tax and Saving</li> <li>Prejudice + Discrimination LGBT and Disability</li> <li>Internet Safety - Online Dangers + Predators</li> <li>Caring for the Environment</li> </ul>	<ul style="list-style-type: none"> <li>Safe Sex - Consent, Contraception, Pornography, Image Sharing, STIs + Sexual Health, Sexting and Body Image,</li> <li>Extremism and Radicalisation</li> <li>Online Predators</li> <li>Tolerance and Anti-Racism</li> <li>Domestic Conflict and Running Away From Home</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing- Mindfulness, Confidence, Self- Awareness, Emotions and Emotional Literacy</li> <li>Personal Safety and First Aid</li> <li>Cancer Awareness</li> <li>Vaping, Nicotine and Addiction</li> <li>Pregnancy + Parenting</li> <li>Personal Development, Behaviour, Targets and Goals</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>Employability and Workplace Skills</li> <li>Personal Finance - Avoiding Debt, Navigating</li> <li>Financial Institutions, County Lines</li> <li>Human Rights and Responsibilities</li> <li>Law, Knife Crime and Youth Offenders</li> <li>Self-discipline and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Child Sexual Exploitation - Predators and Danger (CSE)</li> <li>Peer Pressure</li> <li>Bullying, Body Image and the Media - includes Eating Disorders.</li> <li>Domestic Abuse and Conflict,</li> <li>Abusive Relationships</li> <li>Our Community and Diversity</li> <li>Exploring the LGBT+ and other UK Communities</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol Awareness, Risks and Dangers</li> <li>Drugs, Substance Abuse and the Law</li> <li>Mental Health Unit - Stress, Anxiety and Mindset</li> <li>Vaccinations, Organ, Blood and Stem Cell Donation</li> <li>Self-Harm Awareness</li> <li>Behaviour, Achievement Education and Distractions</li> <li>Personal Safety - Acid Attacks</li> </ul>



	Living in the Wider World	Relationships and Sex	Health and Wellbeing
Year 10	<ul style="list-style-type: none"> <li>▪ Employability, Careers and Workplace Awareness</li> <li>▪ Rights, Responsibilities and Equality</li> <li>▪ Money Laundering</li> <li>▪ Fake News and Media Awareness</li> <li>▪ Racism - BLM and Activism</li> <li>▪ Gangs</li> <li>▪ Crime and County Lines</li> <li>▪ The Criminal Justice System</li> <li>▪ Prejudice and Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Same Sex and LGBT+ Relationships</li> <li>▪ Gender and Transgender Identity</li> <li>▪ Honour-based Violence</li> <li>▪ Sexism and Gender Prejudice</li> <li>▪ Forced and Arranged Marriages,</li> <li>▪ Radicalisation</li> <li>▪ Online Harassment and Stalking</li> <li>▪ Revenge Porn</li> <li>▪ Conflict Management</li> <li>▪ Parenting and Families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mental Health inc. Social Anxiety</li> <li>▪ Grief and Bereavement</li> <li>▪ Social Media and Self-Esteem</li> <li>▪ Suicide</li> <li>▪ Binge Drinking</li> <li>▪ Tattoos and Piercings</li> <li>▪ Managing time online</li> <li>▪ Screen Time Awareness</li> <li>▪ Managing our time effectively and Study Skills</li> <li>▪ Living Sustainably</li> <li>▪ Homelessness</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>▪ GCSE Revision and Study Skills</li> <li>▪ Applying to College and University</li> <li>▪ Preparing for Work and Living Independently</li> <li>▪ Internet Safety - The Dark Web + Cybercrime</li> <li>▪ Health and Safety</li> <li>▪ Trade Unions</li> <li>▪ Multiculturalism, Globalisation and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different Types of Relationships (inc. LGBT+)</li> <li>▪ Types of Committed Relationships,</li> <li>▪ Unhealthy Relationships</li> <li>▪ Consent, Rape and Sexual Abuse</li> <li>▪ Relationship Break-Ups</li> <li>▪ Forced Marriage</li> <li>▪ Bullying and Body Shaming</li> <li>▪ Sex and Waiting for Sex</li> <li>▪ Pleasure and Risk</li> <li>▪ Drugs, Alcohol and Sex</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gambling, Addiction and Online Gaming</li> <li>▪ Obesity and Body Positivity</li> <li>▪ Pregnancy and Childcare</li> <li>▪ The Importance of Sleep and Relaxation</li> <li>▪ Fertility</li> <li>▪ STIs</li> <li>▪ Menopause</li> <li>▪ Reproductive Health</li> <li>▪ CPR, First Aid, Personal Safety and Taking Risks</li> <li>▪ Perseverance and Procrastination</li> </ul>