

The Aylesbury Vale Academy Trust



Personal, Social, Health and Economic (PSHE) Policy incorporating Relationships and Sex Education (RSE) Policy

Policy Reference:	AVA. 050
Description:	This document provides a framework to explain the Academy's role in delivering its PSHE Curriculum as well as the RSE elements of the PSHE curriculum.
Status:	Statutory Policy
Policy Audience:	Governors, Staff, Students & Parents/Carers
Academy Contact:	Academy Principal
Other related AVA policies and procedures:	Equality Policy, Child Protection Policy, E-safety Procedures, Safeguarding Procedures
Governor Committee:	Full Governing Body
Approved by the Governing body on:	05.07.2023
Latest date for next review:	05.07.2024
Version and schedule of amendments:	V1, 07.07.2020 V2 07.07.2021 V3 06.07.2022
Signed:	 A handwritten signature in black ink, appearing to read "RA Scott".
Date of Signature:	05.07.2023

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy

Contents

1. Statement of Intent – Why do we teach RSE and PSHE?	3
2. Aims and Objectives	4
3. Statutory requirements	4
4. Policy development	5
5. Curriculum Design.....	5
6. Curriculum Delivery and Content.....	6
7. Curriculum Delivery and Content Secondary.....	9
8. Relationships and Sex Education (RSE).....	10
10. Roles and responsibilities	12
11. Parents' right to withdraw.....	13
12. Training.....	13
15. Staff Responsibilities	15
16. Monitoring and assessing arrangements	16
Appendix 1a: PRIMARY Curriculum map	17
Appendix 2a: By the end of PRIMARY school pupils should know	31
Appendix 1b: SECONDARY Curriculum map.....	33
Appendix 2b: By the end of SECONDARY school pupils should know.....	64
Appendix 3: Parent form: withdrawal from sex education within RSE	67

Core Document:

Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

1. Statement of Intent – Why do we teach RSE and PSHE?

Aylesbury Vale Academy is a Church of England Academy with a strong sense of purpose and achievement, based upon a set of core values that guide and influence everything we do. These are Respect, Aspiration and Resilience.

This policy reflects these values and provides a framework that is mindful of the diverse community that AVA serves, working with pupils from a broad range of faiths, some with none. Our core values apply to every member of our community. At The Aylesbury Vale Academy, our aim is for all our young people to flourish and to gain every opportunity to live fulfilled lives.

Strong Relationships and Sex Education (RSE) and Personal and Social Health Education (PSHE) are key contributors to this and will teach about healthy relationships and lifestyle choices.

In all phases, PSHE is at the heart of our school ethos and underpinned by our school values. The core themes and elements of PSHE are modelled and embedded in the children's everyday school life and act as foundations for learning. It gives children the opportunities to develop the qualities and attributes to thrive as individuals, family members and members of society.

RSE and PSHE must be inclusive and meet the needs of all students. We aim to provide RSE and PSHE curriculum that is suitable for students with different needs, including students who are particularly vulnerable and pupils with SEND needs.

We commit to deliver a RSE and PSHE programme that:

1. Prepares our students by helping them to discover their role in society, where they will make valued contributions.
2. Maintains this focus on providing pupils with greater life chances.
3. Develops AVA pupils into well-balanced citizens.
4. Enables Collective worship – These opportunities are used to share our core values and beliefs through daily opportunities for reflection, within the classroom, assemblies and quiet times.
5. Works in partnership with parents and carers.
6. Will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
7. Will promote healthy, resilient relationships set in the context of character and virtue development.
8. Is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
9. Takes particular care to meet the individual needs of all students, including those with special needs and disabilities.
10. Seeks student's views about PSHE and RSE so that the teaching can be made relevant to their lives.

2. Aims and Objectives

Throughout the AVA, our aims for RSE and PSHE education are to equip pupils to live healthy, safe, productive, capable, responsible, and balanced lives. It contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It can enable pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate positively in different contexts. In turn, they develop the skills to empathise, work with others and help form and maintain relationships. The relationships and sex education (RSE) elements of the curriculum prepare students, in an age and stage appropriate way across the AVA, for puberty, and gives them an understanding of sexual development and the importance of health and hygiene. It also creates positive culture around issues of sexuality and relationships.

PSHE education contributes to reducing or removing many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn and achieve. Furthermore, classroom practice and pedagogy take into account pupils' ability, age, readiness, and cultural backgrounds, and is adjusted to enable all pupils to access the learning. We will ensure that pupils with SEND also receive access to PSHE education through careful consideration of the level of differentiation and where appropriate the content and/or delivery of lessons is adapted to suit the needs of the children. In addition, pupils with special educational needs should not be withdrawn from PSHE education to catch up on other national curriculum subjects. PSHE provision is therefore accessible to every pupil, although parents/carers have a right to withdraw their children from those parts of the RSE curriculum not within the national curriculum science programme of study. PSHE also makes a significant contribution to pupils' spiritual, moral, social, and cultural development, and behaviour. In addition, PSHE education can ensure pupils are properly safeguarded, and help them to be proactive in keeping themselves safe.

3.Statutory requirements

As from September 2020, PSHE, including RSE, is a compulsory subject with equal weighting to other core subjects. Therefore, all primary and secondary schools are required to deliver Physical, Social, Health and Economic Education as well as Relationships Education. Schools should have the same high expectations of the quality of pupils' work as for other curriculum areas.

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](#). DfE statutory guidance www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery. The policy also follows the requirements set out in the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

PSHE/ RSE are timetabled across all key stages and a planned programme of lessons will be delivered in a carefully sequenced way. It is each teacher's responsibility, using the primary and secondary schemes of work, to plan and deliver a strong curriculum that builds on the knowledge that pupils have previously acquired.

PSHE provision in the Early Years Foundation Stage (Reception & Nursery) is taught in line with requirements of the Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019 and the "Statutory Framework for the Early Years Foundation Stage" published March 2021. This document sets the standard that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe.

Within the EYFS curriculum, there are seven areas of learning and development and all areas of learning and development are seen as important and inter-connected. Three areas are particularly crucial for building children's capacity to learn, form relationships and thrive. These three areas, the prime areas, are communication and language, physical development and personal, social and emotional development. Within EYFS, we must also support children in four specific areas, through which the three prime areas are strengthened and applied. The development of personal and social wellbeing and the skills associated with these are woven throughout the Early Years curriculum.

4. 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 leading member of staff gathered all relevant information including relevant national and local guidance and discussed with senior team.
2. Staff/ Governor consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – all parents were invited to comment on the planned curriculum provision via an online consultation.
4. Student consultation – The student council was invited to comment on what students want from their PSHE/RSE by discussing their views on PSHE/RSE provision.
5. Review of draft policy by Leadership and Governors.
6. Ratification – once amendments were made, the policy was shared with Leaders, Governors and ratified.

5. Curriculum Design

Within Primary and Secondary, we use a spiral curriculum which informs our planning for PSHE and RSE. In Primary we follow the Jigsaw scheme of learning and in Secondary we follow the PSHE Association scheme of learning.

Following statutory guidance from the DfE on content

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Our curriculum, set out as per Appendix 1a and 1b, includes specific links to RSE; however, we may need to adapt this as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond appropriately so students are fully informed.

Primary sex education is covered through RSE lessons and through part of the Science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1a, 1b and 4.

6. Curriculum Delivery and Content

Primary

Throughout primary at the AVA, we use the Jigsaw Scheme of learning when explicitly teaching PSHE and RSE which is then adapted to meet the needs of the children and families in our school.

All students are also taught RSE and PSHE through:

- A variety of types of assemblies
- Trips
- Guest speakers (such as water safety)

EYFS

In the Early Year Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is one of the prime areas of learning. Ongoing PSHE experiences and opportunities are planned from the objectives set out in the EYFS curriculum and delivered through weekly discrete planned activities alongside opportunities provided by the Jigsaw scheme of learning. These experiences allow children to develop a positive sense of themselves and others, whilst forming positive relationships and respect for others.

By the end of the Reception year, children will:

Demonstrate Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Demonstrate Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Demonstrate Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Key Stage 1 and 2

Our PSHE curriculum is based on the PSHE Jigsaw Programme of Study and then adapted to meet the needs of the children and families in our school. The aim is to provide children with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify, and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Learning opportunities have been organised into a series of recurring themes which last approximately half a term and which children experience every year through a progressive 'spiral programme'. At each encounter, the level of demand is increased and learning is progressively deepened. We allocate one stand-alone lesson to PSHE education each week for each year group in KS1 and KS2.

Themes include:

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me (RSE)

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’. 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 Jigsaw 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. Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group. For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session’s focus. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

Impact

Pupils not only acquire the appropriate age-related and stage appropriate knowledge linked to the PSHE curriculum, but develop their sense of self-worth needed to thrive as individuals, family members and members of society.

We expect our children to:

- Develop positive and healthy relationships with their peers now and in the future.
- Demonstrate a healthy outlook towards school with good attendance and good behaviour;
- Demonstrate a sense of belonging, welcoming others and being part of a school community, a wider community and a global community.
- Demonstrate empathy and compassion.
- Celebrate similarities and differences such as diversity, disability and friendship.
- Accept everyone’s right to be ‘different’.
- Have respect for themselves and others.
- Recognise the difference between right and wrong and readily apply this understanding to their own lives.
- Recognise and apply the British Values of Democracy - Tolerance, Mutual Respect, Rule of Law and Liberty.
- Demonstrate perseverance to overcome challenges, manage their emotions and share aspirations and personal strengths.
- Build a capacity for learning across all curriculum areas as well as their everyday lives.
- Be emotionally and physically healthy promoting good relationships with food, managing stress and body image.
- Keep themselves safe in and out of school.

- Deal with changes of many types.

7. Curriculum Delivery and Content Secondary

In Years 7 and 8, students are taught this content in a timetabled lesson each week; years 9, 10 and 11 are taught PSHE and RSE through bi-weekly lessons; and year 12 and 13 will cover their PSHE programme through the inspiration programme and PSHE lessons.

All students are also taught RSE and PSHE through:

- A variety of types of assemblies
- Trips
- Guest speakers
- Careers provision

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Some PSHE is taught through extended project qualifications in the sixth form.

Students may also receive stand-alone sex education sessions delivered by a trained health professional. Students also receive some basic first aid training from external providers.

Students are given the opportunity to become mentors, members of the Equality and Diversity club, Anti-Bullying Ambassadors and become part of the school council leadership team.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Respectful relationships, including friendships.
- Online and media
- Being safe
- During the secondary phase, intimate and sexual relationships, including sexual health.

PSHE focuses on opportunities for teaching students about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions.

Themes include:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco

- Basic First Aid
- Health and prevention
- Changing adolescent body

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g. looked after children or young carers.

For more information about our PSHE curriculum, see Appendices 1 and 2. These Mid-term plans have been developed following National Curriculum requirements and through use of the PSHE Association's resources.

8. Relationships and Sex Education (RSE)

'If sex and relationship education is established within the context of personal, social and health education (PSHE) at primary level, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes' (SRE Guidance 2000, DfEE).

PSHE is about supporting students to make well-informed, positive choices for themselves that seek to support their own health and well-being, while RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy.
- Include the development of skills to support healthy and safe relationships and ensure effective communication about these issues.

- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- Be delivered by competent and confident educators.
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

9. Equality

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. We are mindful 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. The British values and the Equality Act are pivotal in the development of our curriculum. Staff understand that they have an important role to play in modelling positive behaviours. Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

We have also completed the Equaliteach Award this year which, through strengthening our approach to equality, diversity and inclusion, helps to eliminate discrimination, advance equality of opportunity and foster good relations (Equality

Act, 2010); promote community cohesion (Education and Inspections Act, 2006); prevent people being drawn into terrorism (Counter Terrorism and Security Act; 2015) and safeguard children and promote spiritual moral, social and cultural development (Education Act, 2002).

10. Roles and responsibilities

10.1 The Governing Body

The governing board will approve the PSHE/RSE policy and hold the Principal to account for its implementation.

10.2 The Principal

The Principal is responsible for ensuring that PSHE/RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

10.3 Staff

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way. This is in line with Section 2 of the teaching standards, the British values, the Equality Act and the school policy.
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ non-science components of RSE.
- Completing training and requesting support when necessary

Staff do not have the right to opt out of teaching PSHE or the RSE element of PSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal/ Primary Head Teacher.

Key roles involved in planning and delivery of PSHE and RSE

- Assistant Principal (Secondary)
- Deputy Head (Primary)
- Curriculum Leader for PSHE (Secondary)
- PSHE Subject Leader (Primary)
- Science and RE teachers
- PSHE and RSE teaching team

10.4 Students

Students are expected to engage fully in PSHE/RSE and, when discussing issues related to the subject, treat others with respect and sensitivity.

11. Parents' right to withdraw

Primary phase

Parents do not have the right to withdraw their children from *relationships* education.

Parents have the right to withdraw their children from the *non-statutory/non-science* components of sex education within RSE.

Parents are provided with opportunities to see the scheme of work and speak to teachers prior to the RSE lessons in a parent workshop.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Primary Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary phase

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 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

12. Training

Staff who deliver PSHE/RSE receive appropriate training and ongoing support. Teachers have the opportunity to view lessons in advance and training and support is tailored to individual needs. When needed, visitors from outside the school, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE. One to one training has been provided to staff as well as inset training and twilights. Equaliteach have also provided e-learning training for all staff.

13. Teaching strategies for delivering RSE

It is essential, that as a school we help our pupils develop confidence in talking, listening and thinking about Relationships and Sex Education. Teachers and other staff can use a range of teaching strategies to help them do this, including establishing ground rules,

introducing ‘distancing’ techniques, making use of discussion and project learning, and encouraging reflection.

Ground Rules - A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules will be developed with each class at the outset of a PSHE unit relating to RSE. Ground rules will address these principles:

- No one (teacher or pupil) will have to answer a personal question. We encourage students to respect their own and other’s privacy but not using real names in stories/scenarios.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques - Teachers can avoid embarrassment and protect pupils’ privacy by always depersonalizing discussions. For example, role play can be used to help pupils ‘act out’ situations. Case studies with invented characters can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Managing difficult questions - Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected or difficult questions from pupils in a whole-class situation. Having a set of ground rules and a ‘question box’ available for pupils to put in their questions, anonymously if they wish, should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can suggest she or he might like to discuss that with her or his family; or refer him or her to the appropriate person, such as the school nurse, helpline, or an outside agency or service.
- If a teacher doesn’t know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school’s child protection procedures.

Further training opportunities to support managing difficult topics are outlined in Appendix 4a &4b

Discussion

Research into what makes RSE effective shows that discussion encourages learning and is enjoyed by pupils. Methods used will include techniques such as the use of circle time (primary) and think- pair-share.

Reflection

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills, and attitudes. Teachers can help pupils reflect on their learning using skillful questioning.

Input from health professionals

Working with health professionals can enhance delivery of RSE and Health Education, bringing in specialist knowledge and different ways of engaging with children. Teachers will ensure that the content delivered by visitor's fits with the planned programme and this Policy. Health practitioners are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation they should follow the School's Confidentiality Policy. In-line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in the classroom by using the negotiated ground rules and distancing techniques.

14. Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identities of the of those staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

At AVA we are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website.

15. Staff Responsibilities

Our students come from a wide range of different cultural, social and religious backgrounds and will react to what staff say in different ways, especially during lessons on topics that may divide opinion.

As professionals working with young, impressionable minds, it is expected that staff will not express their own political, cultural, social or religious views. In line with the Equalities Act, 2010, staff will acknowledge that different groups of people have different views and that there are 'protected characteristics' which must be respected and not discriminated against. It is important that students are given the space to form their own personal views on the topics taught. Staff are responsible for requesting support when required and attending all CPD sessions. Staff are also responsible for reading policies.

16. Monitoring and assessing arrangements

The delivery and progress of PSHE and RSE is monitored by the Curriculum Leader of PSHE (Secondary), The PSHE Subject Lead (Primary), the Deputy Head (Primary) and Assistant Principal through:

- Planning scrutinies,
- Reviewing resources
- Discussions and feedback from students
- Discussions and feedback from staff
- Learning walks, lesson observations, coaching walks
- Progress grades in secondary
- Self assessment in Primary
- Pupils' knowledge and understanding through classroom discussion, self assessment and teacher assessment.
- Application of knowledge and skills by students (eg: resolving conflict, forming positive relationships and making decisions)

Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Principal, Leadership team and Governors annually.

At every review, the policy will be approved by The Governing Board.

Appendix 1a: PRIMARY Curriculum map

PRIMARY Relationships and sex education curriculum map

YEAR GROUP EYFS	TERM	TOPIC/THEME DETAILS
N1 and N2	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • Who.....Me? • How am I feeling today? • Being at school • Gentle hands • Our rights • Our responsibilities
N1 and N2	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • What I am good at • I'm special, I'm me! • Families • Houses and homes • Making friends
N1 and N2	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Awards ceremony

YEAR GROUP EYFS	TERM	TOPIC/THEME DETAILS
N1 and N2	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • Everybody's body • We like to move it move it • Food glorious food • Sweet dreams • Keeping clean
N1 and N2	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • My family and me • Make friends, make friends, never ever break friends' Part 1 • Make friends, make friends, never ever break friends' Part 2 • Falling out and bullying Part 1 • Falling out and bullying Part 2
N1 and N2	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • My body • Respecting my body • Growing up • Growth and change • Fun and fears

YEAR 1	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I understand that I am special and safe in my class • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities of being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter
Year 1	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends
Year 1	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it

YEAR 1	TERM	TOPIC/THEME DETAILS
Year 1	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
Year 1	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as person and a friend • I can tell you why I appreciate someone who is special to me
Year 1	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina • I understand that every time I learn something new I change a little bit • I can tell you about changes that have happened in my life

YEAR 2	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I understand the rights and responsibilities for being a member of my class and my school • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn
Year 2	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I know some ways to make new friends • I can tell you some ways I am different from my friends
Year 2	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I can persevere even when I find tasks difficult • I can recognise who it is easy for me to work with and who it is more difficult for me to work with • I can work cooperatively in a group to create an end product • I can explain some of the ways I worked cooperatively in my group to create the end product • I know how to share success with other people

YEAR 2	TERM	TOPIC/THEME DETAILS
Year 2	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I know what I need to keep my body healthy • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I understand how medicines work in my body and how important it is to use them safely • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I can decide which foods to eat to give my body energy • I can make some healthy snacks and explain why they are good for my body
Year 2	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships
Year 2	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I am in Year 3

YEAR 3	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view
Year 3	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were
Year 3	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream/ambition that is important to me • I enjoy facing new learning challenges and working out the best ways for me to achieve them • I am motivated and enthusiastic about achieving our new challenge • I can recognise obstacles which might hinder my achievement and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time

YEAR 3	TERM	TOPIC/THEME DETAILS
Year 3	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I understand that, like medicines, some household substances can be harmful if not used correctly • I understand how complex my body is and how important it is to take care of it
Year 3	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener • I know and can use some strategies for keeping myself safe • I can explain how some of the actions and work of people around the world help and influence my life • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • I know how to express my appreciation to my friends and family
Year 3	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • I understand how babies grow and develop in the mother's uterus • I understand what a baby needs to live and grow • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I am in Year 4

YEAR 4	TERM	TOPIC/THEME DETAILS
Year 4	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I understand who is in my school community, the roles they play and how I fit • I understand how democracy works through the school council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community
Year 4	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them
Year 4	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt • I know that reflecting on positive and happy experiences can help me to counteract disappointment • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement

YEAR 4	TERM	TOPIC/THEME DETAILS
Year 4	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations • I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong
Year 4	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can explain different points of view on an animal rights issue • I understand how people feel when they love a special pet • I know how to show love and appreciation to the people and animals who are special to me
Year 4	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I am in Year 5

YEAR 5	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I can face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a British citizen • I understand my rights and responsibilities as a British citizen and a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this
Year 5	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can enjoy the experience of a culture other than my own
Year 5	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that I will need money to help me achieve some of my dreams • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs • I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

YEAR 5	TERM	TOPIC/THEME DETAILS
Year 5	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media and celebrity culture promotes certain body types • I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
Year 5	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean • I understand how to stay safe when using technology to communicate with my friends
Year 5	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I am in Year 6

YEAR 6	TERM	TOPIC/THEME DETAILS
Year 6	Autumn 1	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community
Year 6	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration
Year 6	Spring 1	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise

YEAR 6	TERM	TOPIC/THEME DETAILS
Year 6	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I can evaluate when alcohol is being used responsibly, anti-socially or being misused • I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse
Year 6	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify the most significant people to be in my life so far • I know some of the feelings we can have when someone dies or leaves • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening • I can use technology positively and safely to communicate with my friends and family
Year 6	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can ask the questions I need answered about changes during puberty • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship • I can identify what I am looking forward to and what worries me about the transition to secondary school

Appendix 2a: By the end of PRIMARY school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 1b: SECONDARY Curriculum map

SECONDARY Relationships and Sex Education Curriculum Map

YEAR 7	TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	RiseAbove – Dealing with change British Red Cross – First Aid British Heart Foundation – Call Push Rescue
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	Bank of England - EconoME Barclays - Life Skills

YEAR 7	TERM	TOPIC/THEME DETAILS	RESOURCES
Spring 1 Relationships	Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others 	RiseAbove – Bullying and cyberbullying Childnet – Crossing the line
Spring 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H3	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact 	PSHE Association - The Sleep Factor Resource Pack RiseAbove - Puberty RiseAbove- Sleep Betty - it's perfectly natural
Summer 1 Relationships	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education NSPCC - Making sense of relationships RiseAbove – Forming positive relationships BBFC- Making choices: sex, relationships and age ratings Diana Award & ASOS - #MySenseOfSelf

YEAR 7	TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 2 Living in the wider world	<p>Financial decision making Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<p>Barclays-Life skills Bank of England – EconoME</p>

YEAR 8 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 1 Health & wellbeing	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	<p>PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer RiseAbove – Dealing with change Rise Above – Online stress and FOMO Media Smart - Body Image and Advertising Diana Award & ASOS - #MySenseOfSelf</p>

YEAR 8 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	Barclays - Life Skills Equality Act 2010
Spring 1 Relationships Discrimination	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	GEO - Anti-homophobic, biphobic and transphobic bullying project Dimensions - #ImwithSam

YEAR 8 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Spring 2 Health & wellbeing	Drugs and alcohol H29, H31, H5, R42, R44 Alcohol and drug misuse and pressures relating to drug use, and FGM PoS refs: H22, H23, H24, H25, H26, H27,	<ul style="list-style-type: none"> about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes about FGM and how to access help and support 	RiseAbove - Smoking RiseAbove - Alcohol *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 Medway Public Health Directorate – Relationships and sex education Freedom Charity - FGM and Forced Marriage FORWARD - FGM Schools
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> the qualities of positive, healthy relationships how to demonstrate positive behaviours in healthy relationships about gender identity and sexual orientation about forming new partnerships and developing relationships about the law in relation to consent that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill 	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education NSPCC - Making sense of relationships BBFC- Making choices: sex, relationships and age ratings GEO - Anti-homophobic, biphobic and transphobic bullying project School's Consent Programme (https://www.schoolsconsentproject.com/)

YEAR 8 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	Cifas – Anti-Fraud Education Childnet – Crossing the line Childnet – Trust me RiseAbove – Online stress and FOMO RiseAbove – Body image in a digital world National Crime Agency – Exploring Cybercrime BBFC – Making choices: sex/relationships and age ratings

YEAR 9 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 1 Health and Wellbeing	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	PSHE Association - The Sleep Factor RiseAbove- Sleep RiseAbove – Exam stress RSPH & the Health Foundation - Health from here to where Samaritans - DEAL Movember - Happier, healthier, longer Teenage Cancer Trust – What is cancer? Coppafeel! – Breast cancer awareness

YEAR 9 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 2 Living in the wider world	Employability skills Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online how data is generated, collected and shared, and the influence of targeted advertising 	Cifas – Anti-Fraud Education Bank of England – EconoME Barclays – Life Skills
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	Cumbria Council - Tackling homelessness Coram Life Education – Adoptables Schools Toolkit GEO - Anti-homophobic, biphobic and transphobic bullying project

YEAR 9 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Spring 2 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence • Healthy masculinity 	Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree RiseAbove – Alcohol NaCTSO – Run, hide, tell *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 PC Cann- drug awareness lessons https://www.youngminds.org.uk/young-person/blog/toxic-masculinity-and-mental-health/

YEAR 9 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Summer 1 Relationships	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education Home Office & GEO - Disrespect NoBody NSPCC -Making sense of relationships BBFC- Making choices: sex, relationships and age ratings School's Consent Programme (https://www.schoolsconsentproject.com/)
Summer 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	Barclays - Life Skills

YEAR 10 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer Alzheimer's Society - Creating a dementia-friendly generation Samaritans - DEAL
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	Cifas – Anti Fraud Education Demos & GambleAware - Resilience to gambling National Crime Agency - Exploring Cybercrime Gambling assembly

YEAR 10 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Spring 1 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	PSHE Association – Inclusion, belonging and addressing extremism TrueTube - "Extremists' lesson plan Prevent training
Spring 2 Health & wellbeing	Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	Home Office - #knifefree Medway Public Health - Gangs: Managing risks and staying safe *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

YEAR 10 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Summer 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	PSHE Association - Teaching about consent NSPCC – Making sense of relationships Home Office & GEO - Disrespect NoBody Alice Ruggles Trust – Relationship safety School's Consent Programme (https://www.schoolsconsentproject.com/)
Summer 2 Living in the wider world	Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	Environment Agency – Growing careers for positive change Barclays – Life Skills

YEAR 11 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association - The Sleep Factor RiseAbove – Dealing with change RiseAbove – Exam stress
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	Environment Agency – Growing careers for positive change Barclays - Life Skills

YEAR 11 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Spring 1 Relationships	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support • how to manage change, loss, grief and bereavement 	PSHE Association - Teaching about consent NSPCC - Making sense of relationships Alice Ruggles Trust – Relationship safety
Spring 2 Health & wellbeing	Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	Movember - Happier, healthier, longer British Red Cross – First Aid British Heart Foundation – Call Push Rescue NaCTSO - Run, hide, tell Teenage Cancer Trust – What is cancer? Coppafeel! – Breast cancer awareness

YEAR 11 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN	RESOURCES
Summer 1 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • about ‘honour based’ violence and forced marriage and how to safely access support 	PSHE Association –Family Life: Exploring relationships, marriage and parenting Freedom Charity –FGM and Forced Marriage School’s Consent Programme (https://www.schoolsconsentproject.com/)

KEY STAGE 5 HALF TERM	TOPIC	IN THIS UNIT STUDENTS WILL LEARN
Year 12 Autumn 1	Healthy lifestyles <i>(Learning opportunities in Health and Wellbeing H8, H9, H10, H11, H12)</i>	<ul style="list-style-type: none"> • to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening • to consistently access reliable sources of information and evaluate media messages about health • how to register with and access health services in new locations • to recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’ • how to maintain a healthy diet, especially on a budget • how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online • to manage alcohol and drug use in relation to immediate and long-term health

	Drugs, Alcohol and Tobacco (<i>Learning opportunities in Health and Wellbeing H21, H22, H23, H24</i>)	<ul style="list-style-type: none"> • to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking • the impact of alcohol and drug use on road safety, work-place safety, reputation and career • the risks of being a passenger with an intoxicated driver and ways to manage this
Year 12 Autumn 2	Relationship values (<i>Learning opportunities in Relationships and Sex Education R1, R2, R3</i>) Sexual health (<i>Learning opportunities in Health and Wellbeing H18, H19, H20</i>)	<ul style="list-style-type: none"> • how to articulate their relationship values and to apply them in different types of relationships • to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion • to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships • to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships • how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) • how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
Year 12 Spring 1	Choices and pathways (<i>Learning opportunities in Living in the Wider World L1, L2, L3, L4</i>) Contraception and parenthood (<i>Learning opportunities in Relationships and Sex Education R14, R15, R16, R17, R18</i>)	<ul style="list-style-type: none"> • to be enterprising in life and work • to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills • to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities • the implications of the global market for their future choices in education and employment • to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age • to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner • how to effectively use different contraceptives, including how and where to access them

		<ul style="list-style-type: none"> • to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) • to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
Year 12 Spring 2	<p>Self-concept (<i>Learning opportunities in Health and Wellbeing H1, H2, H3</i>)</p> <p>Bullying, abuse and discrimination (<i>Learning opportunities in Relationships and Sex Education R19, R20, R21, R22, R23, R24, R25</i>)</p>	<ul style="list-style-type: none"> • skills and strategies to confidently manage transitional life phases • to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences • to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online • to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships • to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk • to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support • strategies to recognise, de-escalate and exit aggressive social situations • to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon • ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination
Year 12 Summer 1	Consent (<i>Learning opportunities in Relationships and Sex Education R11, R12, R13</i>)	<ul style="list-style-type: none"> • to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts, including online) • to understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent • how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
Year 12 Summer 2	Work and career (<i>Learning opportunities in</i>	<ul style="list-style-type: none"> • how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities

	<i>Living in the Wider World L5, L6, L7)</i>	<ul style="list-style-type: none"> • how to produce a concise and compelling curriculum vitae and prepare effectively for interviews • how to recognise career possibilities in a global economy
Year 13 Autumn 1	Mental health and emotional wellbeing <i>(Learning opportunities in Health and Wellbeing H4, H5, H6, H7)</i>	<ul style="list-style-type: none"> • to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety • to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours • to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
Year 13 Autumn 2	Forming and maintaining respectful relationships <i>(Learning opportunities in Relationships and Sex Education R4, R5, R6, R7, R8, R9, R10)</i>	<ul style="list-style-type: none"> • to manage mature friendships, including making friends in new places • to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online • to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy • to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' • to use constructive dialogue to support relationships and negotiate difficulties • to manage the ending of relationships safely and respectfully, including online • to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
Year 13 Spring 1	Employment rights and responsibilities <i>(Learning opportunities in Living in the Wider World L8, L9, L10, L11, L12)</i>	<ul style="list-style-type: none"> • their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' • the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols • to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection • to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation • the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

Year 13 Spring 2	Managing risk and personal safety (<i>Learning opportunities in Health and Wellbeing H14, H15, H16, H17</i>)	<ul style="list-style-type: none"> • to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it • to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements • to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
Year 13 Summer 1	Financial choices (<i>Learning opportunities in Living in the Wider World L13, L14, L15, L16, L17, L18, L19</i>)	<ul style="list-style-type: none"> • how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) • to understand and manage salary deductions including taxation, national insurance and pensions • to evaluate savings options • to exercise consumer rights, including resolving disputes and accessing appropriate support • to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice • to evaluate the potential gains and risks of different debt arrangements and repayment implications • to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
Year 13 Summer 2	Media literacy and digital resilience (<i>Learning opportunities in Living in the Wider World L20, L21, L22, L23, L24, L25</i>)	<ul style="list-style-type: none"> • to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate • to effectively challenge online content that adversely affects their personal or professional reputation • to build and maintain a positive professional online presence, using a range of technologies • how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this • to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• when and how to report or access help for themselves or others in relation to extremism and radicalisation |
|--|--|--|

YEAR 12 Inspiration Programme	TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn 1	Arts and Culture Pillar	<p>Creative Junction - Using creative and arts led facilitation techniques, social enterprise Creative Junction enable learners to explore the importance and value of the creative industries, regardless of the course of study any individual takes/is taking.</p> <p>Waddesdon Windmill Hill - Students will explore the archive, particularly objects or letters that might feel especially relevant to their course or personal interests. Students will consider ideas around value, taste and viewing things from a different perspective. They will explore ideas of collections, archives and people's self -expression through their belongings.</p> <p>Waddesdon Manor - Led by an experienced guide, students will explore the stories behind objects and gain an understanding of the National Trust.</p> <p>Back Stage Pass - As part of the Inspiration programme students take part in a behind the scenes tour of the amazing new theatre facilities. Looking at all the different roles of the backstage staff as well as getting to see the dressing rooms used by star performers. They explore behind the stage and under the stage, giving the students an idea of not only what goes on behind the scenes, but also what employment opportunities there are in the world of theatre. The students get an opportunity to take part in a workshop with the creative learning manager. Students can use this workshop to explore their own self-expression, build on their self-confidence and communication skills. They will have a go at script writing, explore story-telling techniques to create text and movement and produce a short piece of theatre as a team promoting their team working skills and confidence.</p> <p>Making Music - Drumming and percussion are great levellers and are accessible to everyone. From the very opening moments, the skilled facilitators from Umbanda will enable students to find rhythms – both individually and collectively. Leaders will emerge and be encouraged to step forward to orchestrate – creating a team from a collection of individuals and an uplifting rhythm from a collection of instruments. Students will practice the skill of being present in the moment and consider how it can be transferred to other aspects of their lives.</p> <p>Review and Reflect Session</p>	<p>Delivered at AVA by Creative Junction</p> <p>Visit to Windmill Hill at Waddesdon Manor</p> <p>Visit to Waddesdon Manor</p> <p>Visit to Aylesbury Waterside Theatre</p> <p>Delivered at AVA by Umbanda</p> <p>Delivered at AVA by Action4Youth</p>

YEAR 12 Inspiration Programme	TERM	TOPIC/THEME DETAILS	RESOURCES
Autumn 2	Health and Well Being Pillar	<p>Smile Inside - The aim of this workshop is to explore the concept of confidence in the everyday lives of students. Specifically, we look at - what confidence is and why it's so important in modern life. We also discuss why it's hard for most people to just be more confident and most important of all, how to become more confident. This part is crucial, as we know that for sessions to be impactful, students need to leave with a simple toolkit that they can implement into their everyday lives.</p> <p>Bucks Fire and Rescue service experience - Students will spend time at a working fire station, learning about fire safety and taking part in a variety of activities both, which will concentrate on problem solving, communication skills and team-work.</p> <p>Healthy minds - This session aims to give students more confidence in their understanding of mental health and will encourage them to think the things in their lives that impact on their well-being. This will be through a mixture of discussion, activities and videos.</p> <p>Hands on First Aid - This session develops the students risk assessment skills, lifesaving skills and what they should do in an emergency. Using our interactive classroom students will identify the hazards that can occur on a drunken night out in town. They will further develop skills around keeping their friends safe, what to do if something goes wrong (numbers to call, recovery position, CPR). We also cover how to deal with cuts/stab wounds and the best immediate treatment.</p> <p>Farm to Fork - Students will explore the various career opportunities within the agricultural industry and have practical experience of the journey of fresh ingredients from farm to fork.</p> <p>Review and Reflect Session</p>	<p>Delivered at AVA by Action4Youth</p> <p>Trip to Aylesbury Fire Station</p> <p>Delivered at AVA by Bucks Mind</p> <p>Trip to Aylesbury College</p> <p>Trip to Green Dragon Farm</p> <p>Delivered at AVA by Action4Youth</p>

YEAR 12 Inspiration Programme	TERM	TOPIC/THEME DETAILS	RESOURCES
Spring 1	Community and Environment Pillar	<p>My Community - This session will establish what exactly students think is meant by 'community' and explore their views on how they rate their local area. Students will work in teams to consider the issues that they think directly affect their age group.</p> <p>Wild Wellbeing - During the visit there will be a walk and an activity that will help you explore and connect to natural environment and the wildlife that lives at College Lake.</p> <p>Carbon Footprint - Students will explore what they can do to reduce their carbon footprint and the benefits of doing so both in home and work life and present their findings to develop their teamwork, communication skills. Being 'carbon neutral' is the goal towards preventing climate change.</p> <p>Reduce- Reuse- Recycle - Students will learn about the various roles that the workforce of around 40 fulfil and take part in a range of activities in the visitor centre.</p> <p>Community Audit - In this session, students will look at a local environment. They will be divided into teams to assess that environment using a set of questions they will review their findings and discuss how to improve it as a community space.</p> <p>Review and Reflect Session</p>	<p>Delivered at AVA by local PSCO</p> <p>Trip to College Lake</p> <p>Delivered at AVA by Action4Youth</p> <p>Visit to FCC Environment</p> <p>Delivered at AVA by Action4Youth</p> <p>Delivered in AVA by Action4Youth</p>

Spring 2	Work Life	<p>Teams that talk - students will work in teams and address the topic of respect and why that is important in the work place. The students will discuss what to expect at work appropriate behaviours and conversations in the workplace. The session will focus on what it means to be part of a team, using real- life scenarios teams will explore how best to deal with difficult situations at work. The students will practice assertiveness skills to support them with team working.</p> <p>RAF Experience – Investigation in the career options with the RAF.</p> <p>Confident Speaking - During this session, students will discuss the importance and benefits of oral communication in the work place. They will assess and evaluate their voice, body language, rhetorical techniques and confidence skills. During the session, they will hold a debate on a given subject in teams taking turns having different roles within the debates as an instigator, a prober, challenger and a summariser, practicing a variety of oracy skills.</p> <p>Business Experience - Students will learn about the various career opportunities that Careys offer and explore all aspects of designing and building new communities.</p> <p>Buckinghamshire Council - During the session students will meet Councillors including the Chairman, Leader of the Council, Leader of Opposition, Cabinet, Chief Executive and teams involved in the council's democracy work. Students will participate in a mock Council meeting, taking their places alongside these key staff to get a taste of what it's like to run a Council meeting including how it works behind the scenes. The agenda will all be about key issues for students, so the Council learns from the experience. The aim being that the students will get a greater understanding of how the business operates and the role and expectations of employers and employees.</p> <p>Interview Skills - Students will have a mock job interview. These interviews will take place during this session by invited interviewers from a range of different backgrounds.</p> <p>Review and Reflect Session</p>
		<p>Delivered in AVA by Action4Youth</p> <p>Visit to RAF High Wycombe</p> <p>Delivered in AVA by Action4Youth</p> <p>Visit to Careys - Civil Engineering</p> <p>Visit to Bucks County Council</p> <p>Delivered at AVA by representatives from EasyJet</p> <p>Delivered in AVA by Action4Youth</p>

YEAR 12 Inspiration Programme	TERM	TOPIC/THEME DETAILS	RESOURCES
Summer 1	Police and Criminal Justice	<p>Law and Order - Officers from Thames Valley Police will join students to consider the role of policing and criminal justice.</p> <p>Catching a Criminal - Students will experience a unique insight into what it takes to be a major crime detective in Britain today. They will be put in the shoes of an investigating officer from Thames Valley Police, starting from the moment that a 999 call is placed through the different stages of the investigation, to its conclusion.</p> <p>Prison Visit - During the visit or workshop students will talk with prison staff about working in Spring Hill and the impact that prison has on the lives of prisoners.</p> <p>Public Order - During a visit to Thames Valley Police's Public Order Department students will gain an understanding of public order crimes – those that interfere with normal day-to-day life because the behaviour of the offenders is contrary to shared norms, social values and customs.</p> <p>Restorative Justice - Students will consider the emerging role of restorative justice in the criminal justice system. Restorative justice empowers victims by listening to what they have to say, giving them a voice and a chance to explain the real impact of the crime directly to their offender. Students will be encouraged to explore and recognize that every action affects other people. As individuals we are each responsible for our choices and ultimately, we can be held accountable for them.</p> <p>Review and Reflect Session</p>	Delivered at AVA by TVP Delivered at AVA by TVP Visit to HMP Spring Hill Visit to TVP Public Order Department Delivered at AVA by Retired Judge Delivered at AVA by Action4Youth

All Post 16 students will take part in meaningful non-qualification activity alongside work experience. This will take account of their needs and career plans, as well as preparation for adult life more generally. For example:

- activities to develop confidence, character and resilience
- group work to develop team working, communications skills, leadership and problem solving – skills that employers often say are lacking in school and college leavers
- tutorials and seminars (including careers education)

- life skills, such as: the ability to travel independently, how to cook and eat healthily, stay safe, personal finance, or preparation for adult or university life

These activities will help students to build experience for their CV and/or personal statement.

Whole School Opportunities

Assembly programme

Assemblies are constructed annually to offer a wide variety of opportunities for reflection on the school's cultural and cognitive curriculum strands with a particular focus on our values of Faith, Respect, Equality, Aspiration, Creativity and Service. The assemblies are inclusive and give opportunities for adults and pupils of all ages and faiths to learn, reflect and worship. Pupils attend whole school assemblies from Y1 through to Y6 and EYFS children participate in smaller, more age appropriate groups in classroom settings. EYFS children are included in whole school assembly at appropriate points during the school calendar and during the summer term Reception children begin to transition to participating in weekly whole school assembly. Assembly themes are introduced weekly and are expanded during the school week through phase and class assemblies and activities. Assemblies are delivered by a range of primary and secondary staff and may include external visitors who are supported by a member of the primary or secondary leadership team to deliver age appropriate content to stimulate discussion.

Y7 – 13 engage in shorter 20-25 minute assemblies delivered by outside experts or the AVA teaching team. Topics covered relate to PSHE and form part of the programme identified for years 9 – 13.

Tutor time, drop down days and lesson 6 are also offered to ensure that all areas of the PSHE programme are covered.

Via curriculum delivery:

See below for PSHE content delivery in specific curriculum areas

Student Council

In the Primary phase, all year groups from Y1 through to Y6 participate in the school council where pupils play an active part in proposing and developing initiatives that reflect our school values and our role in wider society. The views and ideas of younger children from EYFS are sought and fed into the school council, through their teachers.

Healthy eating

In the Primary Phase, PSHE teaching of healthy eating is reinforced through:

1. EYFS teaching of **Physical Development**: – Health & Self-Care
2. Through teaching within our science and PE curriculum
3. Daily snack time for children from Nursery (N1 & N2 through to the end of Year 2); this is supported by:
 - The National School Fruit and Vegetable Scheme (SFVS), a government programme that entitles every child aged 4-6 in fully state-funded schools to a piece of fruit or vegetable each school day.
 - Cool Milk at School Ltd who work in partnership with schools and local authorities to supply free and subsidised milk for children in primary, infant, junior and special schools. The scheme includes free milk for under-fives and subsidised milk for children aged 5-11 years.
4. Daily timetabling of staff in the lunch hall to support good eating habits
5. Guidance to parents on healthy packed lunch options and promotion of the NHS Change for Life Initiative

In the secondary phase, PSHE teaching of healthy eating is reinforced through Science, and PE lessons and food options in the school canteen.

Sports teams and events; through the delivery of the PE curriculum.

In the Primary Phase, PSHE teaching of healthy lifestyles is reinforced through the teaching of PE. Aiming to inspire and encourage our school community to participate in physical activity with the focus on fun and rewarding personal achievement.

We reinforce the message from the Department of Health that children should engage in regular daily physical activity habits across the week, every week and all year round.

EYFS:

Physical Development: Moving and Handling

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

Physical Development: Health & Self-Care

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently'.

Key Stage 1 & Key Stage 2

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Providing opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

In KS2, this also includes Swimming and water safety. Where pupils are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Perform safe self-rescue in different water-based situations.

Alongside the timetabled PE curriculum, other opportunities include:

- Encouraging as many children as possible to participate in extra-curricular physical activities
- Organising and promoting a sports day that is both inclusive and competitive.
- Encouraging pupils to run during their breaktimes as part of the Golden Mile, which is a safe, simple and measurable health & physical activity initiative accessible to all our pupils regardless of age or ability. The Golden mile is marked on the Primary playground.
- Marking events such as Sports Relief and Race for Life, with opportunities for pupils to participate in physical activities.

PSHE in the Computing Curriculum

In the Primary Phase, the EYFS 'Technology' and National Curriculum 'Computing' aspects of the curriculum aim to ensure that pupils become digitally literate so they can become safe participants in a digital world.

EYFS

Understanding the World: Technology

- Children recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

Key Stage 1

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Alongside the timetabled Computing curriculum, other opportunities include:

- Safer Internet Day,
- Links to technology in Anti-bullying awareness teaching
- Parental guidance on age-appropriate use of Social Media and games platforms

PSHE in the Science Curriculum

In the Primary Phase the EYFS 'Knowledge & Understanding of the World' and National Curriculum 'Science' aspects of the curriculum aim to ensure that pupils develop the foundations for understanding the world through the scientific disciplines.

EYFS:

Physical Development: Health & Self-Care

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently'.

Understanding the World: The World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes'.

Key Stage 1:

Living things and their habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals including humans,

- Identify, name, draw and label basic parts of the human body and saying which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2:

Living things and their habitats

- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

Animals including humans,

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Describe the changes as humans develop to old age (including... a timeline to indicate stages in the growth and development of humans, learning about the changes experienced in puberty and working scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).

Year 7:

Reproduction - puberty, anatomy of reproductive organs, sexual reproduction, fertilisation, development of foetus and the menstrual cycle

Year 8:

Healthy lifestyle - diet and nutrition, mineral and vitamin deficiencies, drugs, alcohol, smoking
Genetics - inheritance of characteristics

Year 9:

Healthy lifestyle and risk factors for coronary heart disease

Year 10:

Communicable diseases and spread of infection including some STIs
Risk factors for non-communicable diseases such as diabetes and cancer
Use of antibiotics
Vaccinations
Development of medicinal drugs including pre-clinical and clinical trials

Year 11:

Menstrual cycle, control of fertility e.g. reduction of fertility using contraceptives and the increase of fertility using hormones and IVF
Diabetes, including risk factors
Genetics - inheritance of genetic disorders
Effect of drugs and alcohol when driving - reaction times and stopping distances

PSHE in the Religious Education Curriculum at AVA

We are currently in the process of re-developing the Primary RE curriculum for September 2020 and the RE Curriculum Intent & RE Policy documents are currently under development. A link to these documents will be added as and when they become available.

In the Primary Phase, RE is delivered following guidance from the Diocese of Oxford and the Buckinghamshire Locally Agreed Syllabus. The subject is taught in all year groups YR through to Y6, and as a discrete timetabled subject Y1 through to Y6.

Within the Primary RE curriculum there are two main educational purposes to RE:

- To learn **about** religions and beliefs which have influenced the lives of people and the development of different human cultures. This develops religious literacy, which is essential to understand the modern world;
- To reflect more deeply on a sense of identity, meaning and purpose in life **from** study of religion and belief. This develops understanding of human values and mutual understanding. RE is about gaining deeper knowledge and understanding of the main religions and beliefs of the world, so that children and young people are able to engage in an increasingly sophisticated and critical way with the influence of religion and belief on individuals and communities.
- It provides the opportunity to explore the perennial questions about life, reflecting on its meaning, purpose, identity and value.
- In doing this, it draws on the rich history of the major religious traditions in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the principal world faiths, local communities and non-religious beliefs that may form the family background of many children in our school.

The Religious Education curriculum follows guidance, which is given to us by the local agreed syllabus and the National curriculum for all students. Our GCSE students follow the AQA Religious Studies Specification A course.

Year 7 and 8 examine different religious traditions on a variety of topics. Students engage with content that helps to give an understanding of why certain religions act in a certain way, believe in certain values and hold certain views on certain ethical topics. Religious Education can contribute towards the PSHE specification in many regards. For example, the topic of relationships and families is a foundation thematic topic where students engage on topics such as contraception. PSHE could help identify and develop a wider practice in society. The Religious Studies curriculum designed for Aylesbury Vale Academy reflects the values of our community and could strengthen the value of PSHE. Topics studied include:

Year 7:

Religions in Buckinghamshire
Religion and morality
Religious stories and beliefs
Celebrations and festivals
Expressions of faiths

Year 8:

Religion and worship
Religion, evil and suffering
Religion, rights and responsibilities
Religion and inspirational people

Year 9:

Foundations of Christianity (Beliefs and practices)
Foundations of Islam (Beliefs and practices)
Peace and conflict

Year 10:

GCSE Christian Beliefs and practices

GCSE Islamic Beliefs and practices

Year 11:

Crime and punishment

Religion and relationships

Peace and conflict

Religion and life

Appendix 2b: By the end of SECONDARY school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: 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			

Appendix 4a: Statutory training

1. RSE training available on the shared area. This is shared with all staff at the start of each academic year and is available to watch at any time. This training covers the new government RSE guidance, exploring your attitudes and values around RSE, setting up a safe learning environment for RSE and some strategies for dealing with tricky questions.
2. Inset training, annually, which highlights the delivery method of PSHE and RSE and any changes from the previous years.
3. Safeguarding training provided annually by the DSL. This training covers multiple safeguarding topics including Prevent training.
4. Equaliteach e-learning training on prejudice related incidents.
5. Reading all relevant policies.
6. Teaching standards, section 2, explained to all staff.

Appendix 4b: Recommended training

1. Equality Act assembly 2010 shared with all staff which covers the British Values and the Equality Act.
2. Support through weekly all-staff emails sent out via EPE and in the bulletin.
3. Adapt lessons by replacing discussion topics with written tasks or removing/editing some questions. Examples are available on the shared drive or on request.
4. Team teaching. This is available for staff that request additional support.
5. Lesson observations of other teachers delivering PSHE and RSE content or observation by CL of PSHE and RSE on request.
6. Transcripts can be created for lessons on request.
7. External CPD training with the Terence Higgins Trust if desired.
8. Distancing strategies highlighted on the policy.
9. Staff voice at the beginning and end of every year are taken into account when lessons are planned.