

Personal, Social, Health and Economic (PSHE) Education Policy



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1. Aims

At Balcarras, we have high expectations of our children and strive to ensure that every child achieves academically, socially and personally through our school ethos and values:

- Striving for excellent and encouraging resilience
- Participation, working together, and contributing positively to the community
- Expanding our horizons

Our PSHE programme is rooted in our school values. It aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions. This will aid pupils in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We tailor our PSHE programme to best reflect the needs of our children at Balcarras through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life.
(Education Act, 2010)

The teaching of PSHE will support our school community values.

2. Statutory requirements

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects we are required to teach.

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.

This policy also complies with the terms of our funding agreement.

3. Content and Delivery

3.1 What We Teach

We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Please refer to our Relationships and Sex Education (RSE) Policy for details about what we teach, and how we decide on what to teach, in this subject.

You will be able to find the RSE policy on Balcarras' school website. For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year.

We follow the 'PSHE Associations' Thematic guide for KS3/4 that it is approved by the Department for Education.

3.2 How We Teach It

Children in Key Stage 3 and 4 are timetabled for 2-hour half termly Personal Development lessons. PSHE is taught within these lessons. Having a 2-hour lesson enables us to bring in visitors to speak with groups, and to make Personal Development and PSHE more of an 'event' in school. In addition to our 2-hour Personal Development events, tutors deliver PSHE sessions every Monday during a Personal Development lesson. Year 7 students are given one hour a fortnight called 'Tutor Period' where PSHE topics are also covered.

Each PSHE lesson is planned and tailored to the needs of our children at Balcarras. Lessons are created and delivered by the Head of Personal Development and a committed team of existing teachers. All lessons are sequenced in a scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Paid school membership to the PSHE Association has provided us with access to government approved PSHE resources and materials that form the basis of our planning.

To facilitate children's learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- Staff are encouraged to speak with House Heads and the Head of Personal Development should anyone be concerned about their ability to teach certain areas of the curriculum;
- Balcarras leads the programme, but carefully selected and, where necessary, screened outside visitors may play a role in delivering content;
- All children will be included in these lessons, regardless of ability or special educational needs and/or disability.

The school has paid for a membership to the PSHE Association which has provided us with access to government approved PSHE resources and materials that have informed us with a basis for planning. The Head of Personal Development will be using/adapting/editing these resources for the benefit of the education of the pupils.

Assessment:

Year 7 tutors will report to parents at parents' evening with regard to pupil engagement with the PSHE programme. The PSHE programme will be monitored as part of our Teaching and Learning Framework. Lesson observations will be crucial in ensuring the consistency of the quality of the PSHE education that the children at Balcarras will receive. The Head of

Personal Development will go on 'learning walks' around the school during these lessons. Pupil voice and feedback is crucial to the success of a purposeful PSHE curriculum. Pupils will be given the opportunity during school council sessions and tutor group registrations to voice their opinions on the topics that should be covered. During PSHE lessons, pupils will complete baseline and endpoint assessment activities. In addition, pupils will complete end of term tests to see what they can remember from their learning.

4. Roles and responsibilities

4.1 The Governing Body

Balcarras' Governing Body will approve the PSHE Policy.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Lessons are created and delivered by the Head of Personal Development, alongside a committed team of existing teachers.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring Arrangements

This policy will be reviewed by the Head of Personal Development annually along with the school's RSE policy.

The delivery of PSHE is monitored by the Head of Personal Development. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, book scrutinies, recording pupil attendance at PSHE lessons, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Lesson observations
- Book scrutinies
- End of term tests
- Baseline and endpoint assessment activities
- Pupil voice

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

Balcarras Relationships and Sex Education

<u>Relationships and Sex Education</u>	By the end of secondary school, pupils should know:
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people’s beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.

	6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.

	5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
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Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
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	14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility.

Balcarras Health Education

<u>Health and Wellbeing</u>	By the end of secondary school, pupils should know:
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

	- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. - The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. - How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. - The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. - The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	- The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. - Factual information about the prevalence and characteristics of more serious health conditions. - That physical activity can promote wellbeing and combat stress. - The science relating to blood, organ and stem cell donation.
Healthy eating	- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. - The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. - The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol and vaping tobacco	- The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. - The law relating to the supply and possession of illegal substances. - The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. - The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. - The dangers of the misuse of prescribed and over-the-counter medicines. - The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

	7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

	5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Relationships and Sex Education - Autumn Term

Date (Every Monday)	Year 7	Year 8	Year 9	Year 10	Year 11
September 1	Assembly – Citizenship/British Values	Bullying and Cyberbullying	Struggling Online – Part 1	Peer Pressure	Healthy and Unhealthy Relationships
September 2	Forming positive friendships – Part 1	Assembly – Respect	Struggling Online – Part 2	Relationship Qualities and Behaviours	The Effects of Pornography
September 3	Forming positive friendships – Part 2	Raising Awareness of Learning Disabilities and Autism	Romantic Relationships – Part 1	Managing Conflict in Relationships	Ending Relationships
September 4	Understanding Identity	Sexual Orientation (The Equality Act)	Romantic Relationships – Part 2	Addressing Relationship Abuse	Assembly – Protected Characteristics RECAP
October 1	Healthy and Unhealthy Relationships	Relationship Values	Capacity to Consent	Consent and Sexual Assault	Fertility and Routes to Parenthood – Part 1
October 2	Introducing Consent (Yr7)	Chelsea’s Choice – 2:15pm-3:35pm	Sexual Content Online (CEOP)	Looking out for each other	Fertility and Routes to Parenthood – Part 2
1st Extended PD Session					
October 3	Misogyny – HE	Consent – Avoiding Assumptions – Part 1	Misogyny and Incels - HE	Sexual Exploitation	Pregnancy Outcomes

Half Term Holiday					
November 1	Different Families – Part 1	Consent – Avoiding Assumptions – Part 2	Sextortion – Part 1	FGM	Year 11 Mock Exams
November 2	Different Families – Part 2	Sexual Harassment	Sextortion – Part 2	Modern Families – Legal Rights	Year 11 Mock Exams
November 3	Managing Conflict	Online Misogyny - HE	Making Disclosures of Abuse	What can you remember? – End of Term Assessment	Year 11 Mock Exams
2 nd Extended PD Session					
November 4	Puberty and Relationships	Commitment	Gender Stereotypes	Careers – Practice Interview Prep	Pregnancy Choices: Abortion
December 1	What can you remember? – End of Term Assessment	RE Session – Legal marriage in the UK and religious marriage in the UK	Good Communication	Religious and Ethnic Identities in the UK – HE (Citizenship)	Virginity Testing and Hymenoplasty (plus FGM recap)
December 2	Feedback/Catch-up session	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	Feedback/Catch-up session	What can you remember? – End of Term Assessment

Health Education – Spring Term

Date (Every Monday)	Year 7	Year 8	Year 9	Year 10	Year 11
January 1	Mental Health – Part 1	Harmful Microbes, Antibiotics and Antimicrobial Resistance	Health services, self-examination and vaccination – Part 1	Philosophy and Ethics – Would you rather? (HE)	RE – Forced and child marriage
January 2	Mental Health – Part 2	HPV and the HPV Vaccination	Health services, self-examination and vaccination – Part 2	RE Session – Capital Punishment (HE)	World Human Rights Day – HE (RE & Citizenship)
January 3	Promoting emotional wellbeing and resilience	Talking about our emotions	Healthy Lifestyle	RE Session – Medical Ethics (HE)	RE Session – Privilege (HE)
3rd Extended PD Session					
January 4	Building Connections	Digital Resilience	Unhelpful thoughts	Assembly – Digital Footprint	RE Session – Discussion Bingo (HE)
February 1	Tobacco	Self-Esteem and Confidence	Healthy coping strategies	New Challenges	<i>Maths Mock Exam</i>
February 2	Drugs – Caffeine Consumption/Energy Drinks	Drugs - Alcohol	Dealing with change	Reframing negative thinking	Recognising mental ill-health and when to get help

Half-Term Holiday					
February 3	Dental Health	Managing Risk – Looking after your personal safety	Managing Risk – Unsafe and Emergency Situations	Killer Punch – Anger Management	Gambling
March 1	The Sleep Factor	Tackling Peer Pressure	Legal and Illegal Drugs	Drugs	Managing our health
March 2	AI Chatbots	Fraud	Vaping	Blood, organ and stem cell donation	Staying Safe – Dangerous and Emergency Situations
March 3	Assembly – Water Safety	Identity Fraud	Grief	What can you remember? – End of Term Assessment	Information Economy
4 th Extended PD Session					
March 4	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	*Start of LWW folder* Managing money (including tax)	Feedback/Catch-up session
Easter Holiday					

Living in the Wider World – Summer Term

Date (Every Monday)	Year 7	Year 8	Year 9	Year 10	Year 11
April 1	Careers - Teams Speaker Session Online	Careers - Teams Speaker Session Online	Careers - Teams Speaker Session Online	Year 10 Exams	Careers – Financial Choices
April 2	Careers – Podcast – Types of Jobs	Careers – LMI	Careers - What does success mean to me?	Money – Finance and the world of work	Mortgages and Loans – JAG
April 3	Careers - Top Trumps	Careers – Your skills, your team, your future	Careers – Taking control of your career journey	Citizenship – Local, regional and international governance – MKS	Careers – Consent to Share
May 1	Discrimination and The Equality Act 2010 - HE	Careers – Career types	Careers - Gender Stereotypes	The Legal System - MKS	
May 2	British Values – HE	Children’s Rights	Careers – WEX Researching possible placements	International Relations - MKS	
5th Extended PD Session					
May 3	Visible Differences	Rail Safety	Budgeting, Saving and Debt	The Year 10 Election - MKS	

Half Term Holiday					
June 1	Interpreting information online – Part 1	Young People and Gangs	British Values	The Year 10 Election - MKS	
June 2	Interpreting information online – Part 2	Revision Strategies – HE	Fake News	Know your rights: The Equality Act 2010	
June 3	Road Safety – Part 1	Deep Fakes	AI Chatbots	What to do in a weapons attack	
6 th Extended PD Session					
June 4	Road Safety – Part 2	Targeted Advertising	Water Safety	First Aid	
July 1	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	What can you remember? – End of Term Assessment	
July 2	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	Pupil Feedback/Mindfulness	

Extended Personal Development – The order of these sessions may change due to speaker availability.

Extended PD		Year 7	Year 8	Year 9	Year 10	Year 11
Session 1 October	10am-11am	Bullying Speaker	Self Esteem	Equality	Extremism and Radicalisation	Promoting Wellbeing
	11:20pm-12.20pm	Bullying Session	Bullying Speaker	Discrimination	Extremism and Radicalisation	Promoting Wellbeing
Session 2 November	10am-11am	Online Safety	Diversity	Revenge Porn	Careers	Gender Inequality Speaker
	11:20pm-12.20pm	Social Media and Mental Health	Racism	Coercive Control	Careers	Consent
Session 3 January	10am-11am	Year 7 Quiz (Teamwork)	Sexting	Self-Harm Speaker	Mental Health Speaker	Careers
	11:20pm-12.20pm	Year 7 Quiz (Teamwork)	Healthy Lifestyle	Body Image	Revision Strategies	Careers
Session 4 March	PM Reg +P5	Mini Careers Fayre	Mini Careers Fayre	Gender Inequality Speaker	Organ Donation Speaker	Mindfulness
	PM Reg +P5	Mini Careers Fayre	Mini Careers Fayre	Gender Inequality Speaker	Organ Donation Session	Exam Stress
Session 5 May	10am-11am	First Aid	Knife Crime	Careers	Sexual Health Speaker	No Session – Study Leave
	11:20pm-12.20pm	First Aid	Joint Enterprise	Careers	Sexual Health Session	No Session – Study Leave
Session 6 June	10am-11am	British Heart Foundation (Charity Event)	Drugs Speaker	Sex Education	RE – Religious Festivals	No Session – Study Leave
	11:20pm-12.20pm	British Heart Foundation (Charity Event)	Smoking and Vaping	Sex Education	RE – Religious Festivals	No Session – Study Leave

