

# Saffron Walden County High School



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

**Approved by the Governing Body March 2020**

**Date of next review: September 2021**

**This Policy covers provision at KS3 and KS4; a separate Policy relates to KS5 provision**

## **Policy Links**

**This policy was informed by reference to the PSHE Association, ‘Guidance for schools on writing a PSHE education policy’, and the Cambridge PSHE Service ‘Cambridgeshire Personal Development Framework’.**

**The Policy should be read in conjunction with the following school policies:**

- **Safeguarding**
- **Relationships and Sex Education**
- **CEIAG**

## **Policy Context and Rationale**

PSHE education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain. It is a key part of a school curriculum that allows students to develop the knowledge, skills and attributes needed to manage their lives now, and in the future. PSHE education helps students to achieve their academic potential, and to leave school equipped with skills they will need throughout later life.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face while growing up.

PSHE education is a planned element of the whole curriculum that helps to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. A student’s personal and social development should be the sum total of all of the experiences, planned and unplanned, received by a young person in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the well-being of both the individual and ultimately the wider community. In undertaking PSHE education, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.

The National Curriculum framework for PSHE education categorises the areas covered by PSHE as follows;

- Developing confidence and responsibility and making the most of every child's abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.
- Equipping pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work

The new DfE statutory framework for Relationships and Sex education now forms an integral part of the wider PSHE education programme. This policy should therefore be read in conjunction with the School's Relationships and Sex Education Policy (2019).

This policy covers SWCHS' approach to delivering PSHE education as an integral part of our school curriculum. It was produced by the PSHE team in consultation with:

- The LGB Standards & Education Committee
- The PSHE Link Governor
- The School's safeguarding leads and pastoral team
- Students, through forums with the student 'Youth Leadership Team' and 'Diversity Allies'.

The Policy will be reviewed again in September 2021.

### **Policy Availability**

Parents and carers will be informed about the policy by a Parentmail coinciding with its publication in the 'Policies' section of the school web site. Reference will be made to its availability in correspondence to parents/carers at the start of each academic year, and in any PSHE-related correspondence advertising learning events within the PSHE education programme.

### **Policy Aims and Objectives**

Our school's long-established mission is to be, "A local school of exceptional quality". To achieve this mission, our curriculum needs to be so powerful that it provides children with the academic and cultural capital that enables them to compete favourably and at the highest level with students from selective or independent schools. This mission extends to PSHE education provision: we want our students to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.

PSHEE has a fundamental role to play in enabling schools to meet Section 351 of the Education Act 1996 and the aims of the National Curriculum.

Section 351 of the Education Act 1996 requires that all maintained schools provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and that prepares children for the opportunities, responsibilities and experiences of adult life. As an Academy, SWCHS is also required to offer a broad and balanced curriculum in accordance with Section 1 of the [2010 Academies Act](#).

SWCHS is guided therefore by the stated requirements of the National Curriculum:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In particular, the PSHE education programme at SWCHS should:

- Work to provide a broad and balanced curriculum for PSHE, RSE (Relationships and Sex Education) and RPE (Religion, Philosophy and Ethics)
- Ensure that children are developing confidence and responsibility, making the most of their abilities, preparing to play an active role as citizens, developing healthy, safer lifestyles, developing good relationships and respecting differences between people
- Meet the 2018 statutory requirements in relation to Relationships and Sex Education (RSE) as published by the Department for Education under Section 80A of the Education Act 2002, and section 403 of the Education Act 1996

## **PSHE Roles and Responsibilities**

Key roles in relation to PSHE delivery at SWCHS are:

- LGB Standards & Education Committee – oversight and ratification of PSHE Policy
- Link Governor (Lucinda Bell) – liaison between LGB and PSHE leadership team
- Director of Curriculum/SLT Link for PSHE education (Graham Oxborrow) – oversight of policy and line management of PSHE Co-ordinator.
- PSHE Co-ordinator (Sam Lock) – management of taught programme and external inputs

- Year Tutor Teams – responsible for specified inputs during registration time/timetable collapses
- Year 7 PSHE Team – responsible for delivery of Year 7 taught PSHE programme
- Learning Support Team – responsible for ensuring that programme is accessible and meaningful to all students

### **Creating a safe and Supportive Learning Environment**

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all students are valued and encouraged, where positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning

SWCHS has the aim to provide a secure and caring community which encourages a sense of achievement, respect and responsibility for all, to support students' personal, social and emotional development. The PSHE programme therefore does not operate in isolation. PSHE is supported in the whole school environment via;

- The Community Code – posters are displayed around the school and these are referred to and upheld by all members of staff
- Staff supporting student wellbeing e.g. Nurse, Attendance office, pastoral staff
- Mentoring – done by staff and students to discuss issues and promote a community
- Tutorials – each student has a minimum of 3 a year
- Noticeboards – give information regarding the importance of PSHEE and advice on a variety of issues
- Assemblies – many of which are related to themes developed in the PSHE education programme

We aim to create a safe and supportive learning environment in all PSHE lessons, timetable collapses, tutor inputs and inputs from external providers. The latter are always supervised by an appropriate member of staff to ensure that external providers meet this aim.

This policy is informed by the school's Safeguarding Policy, which specifies a clear course of action where students indicate in some way that they are vulnerable or 'at risk'. Staff safeguarding training is applicable at all times in PSHE learning activities, where disclosure during or after inputs might be more likely. External providers are briefed to report any student disclosures to an appropriate member of SWCHS staff.

## **Entitlement and Equality of Opportunity**

This section is informed by the School's Equality and Diversity Policy.

One of the school's Diversity Co-ordinators is also the PSHE Co-ordinator, ensuring synergy between the two programmes.

All students are entitled to benefit from learning associated with the PSHE education programme. Teaching will take into account the age, ability, readiness and cultural backgrounds of all students, and should start from and build upon the students' current knowledge, understanding, skills, language, experience, concerns and interests. The use of a 'spiral curriculum' for core themes allows all students to re-visit topics at an age-appropriate level.

The PSHE education programme is informed throughout by the need to promote diversity and inclusion, reflecting the varied cultural backgrounds of students and the need to achieve equality of opportunity.

It is recognised that parents/carers retain the right to withdraw their children from specified elements of the statutory RSE programme – see RSE Policy. Parents have access to the PSHE programme via the school website, and we will write to parents where inputs might prove to be sensitive. Where parents request withdrawal we will in the first instance always seek to explain to parents the value of their child's participation. Where parents still withdraw their child/children, they will be requested to provide replacement inputs of content. Alternative provision will be made in school for students withdrawn from PSHE education activities at their parents' request.

We recognise the right for all students to enjoy access to PSHE education learning that meets individual learning needs. We ensure that SEND students receive access to the PSHE programme by appropriate differentiation, and the use of learning support assistants to support learning where applicable. Students will not be withdrawn from lessons or other PSHE education activities to support learning in other areas of the curriculum.

Teaching and learning within the PSHE education programme is informed by the following principles:

- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

- There should be a high degree of active participation by children, and active learning techniques should be extensively used.
- Appropriate use should be made of drama, role-play and simulation.
- Learning methods should develop the skills of enquiry, research, discussion, debate and philosophical thinking.
- Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.
- Effective differentiation in resources and activities should be developed to make learning accessible to all students
- Resources should reflect our diverse society

## **The PSHE Curriculum**

### **Intended Outcomes**

The PSHE education programme is planned to allow all students to achieve the following broad learning outcomes:

- To equip students with the knowledge, skills and attributes to play an active role as informed citizens within and beyond school;
- To provide opportunities for students to consider and to clarify their own views
- To develop good relationships with others and to respect and celebrate the differences between people.
- To develop a healthy, safe lifestyle
- To equip students with the knowledge, skills and attributes to make informed progression decisions, and to make the most of changing opportunities in learning and work now and in their future lives

### **Principles and Methodology - Implementation**

The most recent PSHEE review (published 2013) maintained the previous PSHEE status as a non-statutory subject that does not have to be taught as a timetabled and discreet lesson. In the Department for Education (DfE) 22 March 2013 publication on PSHEE it is clear that the content must be tailored to the needs of the local area. DfE guidance on statutory RSE education (2019) has made the RSE component of PSHE education statutory, but delivery models remain at the discretion of schools.

In addition, the PSHE education programme at SWCHS will be informed by emerging and evolving issues in our local area. Currently key foci are: drugs education, in particular cannabis use and the myths surrounding it, and the development of ‘county lines’; safe use of the internet and social media; consent.

The content to be delivered at SWCHS will look to consolidate and build on prior knowledge. We will determine prior knowledge as students arrive in Year 7 at SWCHS by a questionnaire survey undertaken by all students in their first PSHE lesson. Thereafter new topics or topics repeated within the ‘spiral curriculum’ will be introduced by evaluating students’ existing knowledge and understanding. Continuity will be fostered by the introduction of PSHE workbooks.

We will ensure that inputs, including those on risky behaviours, remain positive in tone by ensuring that teaching resources and learning activities are designed to achieve this. It is recognised that approaches based on shocking students into making healthy choices rarely work. It is equally recognised that the majority of young people do make positive, healthy lifestyle choices – but frequently over-estimate how often their peers participate in risky behaviours. Content delivery is planned to address such misapprehensions.

We will aim to ensure that students make connections between their learning and ‘real life’ behaviours by wherever possible linking learning to contemporary and topical examples. Inputs from external providers can be particularly powerful here and will be provided where resources allow.

Students will be provided with opportunities to reflect critically on their learning in PSHE education. Critical reflection will be at the core of formal and informal assessment undertaken within the programme.

Teaching and learning activities, and associated resources, will always be planned to provide students with clear and up-to-date information on what they need to know to stay safe and healthy, and to protect and enforce their human rights. Information given should always be clear and impartial e.g. in relation to topics such as abortion and female genital mutilation. Information sent to parents will be guided by the same principle e.g. using National Online Safety briefings to inform parents on e-safety issues.

## **Planning**

The SWCHS PSHE education programme is informed by, and mapped against, the PSHE Association’s Programme of Study, the DfE statutory guidance for RSE, and local



requirements. The PSHE Association Programme is an outline of key concepts and skills. The planned SWCHS programme is summarised by year group in Appendix A.

Flexibility exists within the programme to enable us to respond quickly to emerging issues within the school, for example by additional assembly inputs, tutor-led inputs or external inputs. The latter in particular can be arranged at short notice as availability is advertised.

### **Timetabling (from September 2020)**

In Year 7, students are allocated two discrete PSHE lessons per fortnight. In Years 8 and 9 students are allocated one discrete PSHE lesson per fortnight. The periods are scheduled so that tutor groups in the 'S' and 'W' halves are taught at the same time – this allows a carousel to operate so that students are taught by a topic 'champion' in each of five course elements taught within each year group. The structure and content of the Year 7 programme is shown at Appendix B.

In Years 7 to 11 our PSHE education provision is mapped and planned across year groups as shown in Appendix A. This provision is achieved through planned inputs in registration time, timetable collapses to facilitate more extended inputs by tutors or external providers, and assemblies. Inputs here are based on a 'spiral programme' where students will revisit and build on knowledge regarding, particularly, substance abuse and sex education. At each encounter the level of demand increases to ensure that learning is progressively deepened and broadened.

Opportunities also exist in the curriculum for promoting students' personal, social and emotional development. These are carefully mapped against statutory and other guidelines, and are summarised briefly below:

- *English and Drama*: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- *Mathematics*: aspects of financial capability; counting and sharing; data handling;
- *Science*: drugs (including medicines); sex education; health; safety and the environment; ethical issues;
- *Design and Technology*: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- *Computing*: e-safety; safe use of social media; finding information on the internet, and checking its relevance;

- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- *Music*: making the most of abilities in playing or singing; appreciating and responding to music arising from different cultures
- *PE*: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues; keeping fit and healthy
- *RPE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.
- *History*: discussion and debate; enquiry and communication; an understanding of the role and importance of institutions such as parliament and key rights such as voting.

PSHE education is also promoted and supported through a range of opportunities outside the classroom such as:

- Student Voice Forums and Student Leadership opportunities
- Visits to the school nurse and counsellors
- Charities Week
- Assemblies and reflection activities
- Peer mentoring
- Buddying
- Sports clubs, teams and activities
- Politics Club
- Communal displays, with focus on diversity and gender issues
- PSHE, RPE, etc corridor displays
- Diversity Allies

### **Assessment**

The PSHE Association notes that assessment in PSHE Education is not about ‘passing or failing’, or about behavioural outcomes. Teachers and students need to be aware of what has been learned, and how learning and understanding have **progressed**. Assessment of progress is therefore set against learning objectives and outcomes for each topic.

We therefore assess students’ learning and progression through:

- Establishing a KS2/KS3 baseline through a questionnaire undertaken within an early Year 7 PSHE lesson. Through time this will also serve to highlight any inconsistencies in KS2 inputs that need to be addressed
- Assessment in each topic for individual students will be undertaken in a variety of forms and will aim to **evidence progress**. These will be reviewed and stored in student PSHE folders following analysis by the PSHE Co-ordinator. Students who cannot evidence progress will be supported in order to achieve this.
- Half-termly reviews will be implemented from September 2019 to allow students to **reflect critically** on their own progress in topics covered
- Relevant PSHE education resources and assessments will be kept in students' exercise books or PSHE folders as relevant

### **Teaching Responsibility and Staff Training**

The PSHE education programme will be led by the PSHE Co-ordinator. All inputs will be planned initially by the PSHE Co-ordinator, as an annual programme for each year group. It is the intention however that the annual programme will be flexible, and able to accommodate school /local priorities that arise or additional inputs that become available at short notice.

The Year 7 programme will be delivered by a team of staff who will specialise in the delivery of one unit (see Appendix B). The student carousel will allow these teachers to deliver consistent inputs to the whole year group during the course of an academic year.

The PSHE Co-ordinator will also provide learning materials for Tutor inputs on a half-termly basis. Planned materials are then made available to YACs and Tutors. All Tutors will be given a set of teacher notes, online resources, paper resources and differentiated resources. The PSHE Co-ordinator will provide training to promote consistency of delivery and to ensure that Tutors are confident in using the resources provided. Training will typically take place during a Year Team meeting. Teachers will be asked to evaluate activities to inform future delivery.

In the planning process there will be a large emphasis placed on establishing a child's prior knowledge, building on this to ensure that all students make progress. Resources will be made available to support the learning of SEN students.

The PSHE education programme is developed to use teaching and learning methods that:

- start from and build upon the students' existing knowledge, understanding, skills, language, experience, concerns and interests;
- wherever possible, use contexts for learning that are relevant to the students and make use of actual situations and current issues;
- facilitate a high degree of active participation by students
- make appropriate use of drama, role-play and simulation.
- develop the skills of enquiry, research, discussion, debate and philosophical thinking;
- offer children opportunities for working individually, and collaboratively in pairs and groups;
- use additional external and internal 'expert' inputs e.g. trained first aider for Year 7 first aid;
- link with other areas of the curriculum e.g. fitness programmes in PE

### ***External Providers***

External providers are a valuable resource. They can bring new and informed knowledge, expertise and experiences to the classroom, and add diversity to the delivery model. They can also offer real scenarios that allow students to engage with values, clarification and problem solving. Visitors can also help to establish positive relationships between agencies and young people and assist children in accessing these agencies.

External providers are used where appropriate to bring expertise and a range of delivery approaches into the PSHE education curriculum. In particular, we work closely with local theatre company Hyperfusion/TicBox Productions to develop powerful drama-based inputs addressing issues such as consent, abuse within relationships, and e-safety. In 2018-2019 these inputs were funded by Uttlesford District Council, and it is hoped that such provision will continue into the future. Learning objectives and outcomes are agreed in advance with any external providers. External providers can undertake their own measures of progress, but we will always request that results are made available to SWCHS.

For any external inputs, we will ensure that teachers and/or Student Support Officers will always be present to ensure that learning is appropriate and safe. The PSHE Co-ordinator will undertake close liaison before inputs by external providers to ensure that they are fully briefed on course and safeguarding expectations, and to meet their logistical requirements. The PSHE Co-ordinator will undertake an evaluation with external providers after their input to inform future planning.

### **Visits**

Visits can provide an engaging way to broaden students' cultural experiences and appreciation of diversity. All Year 7 students now visit the Neasden Mandir Hindu temple as part of the PSHE education programme during 'Activities Week', to bring alive earlier work on the cultural diversity in Britain.

### **Sensitive and Controversial Issues**

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, will arise within the PSHE education curriculum. The exploration of these issues can touch deeply held beliefs and values and can arouse strong feelings. Part of the purpose of PSHE education at SWCHS is to enable our students to address sensitive and controversial issues directly in a balanced way and in a safe learning environment.

Government statutory guidance on Relationships and Sex Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." This guidance is reflected in PSHE resources, where appropriate.

Teachers also need to be aware of and to follow protocols and procedures outlined in safeguarding procedures, and school policies on e-safety, drug education, relationships and sex education, behaviour, etc. Guidelines are offered below.

### **Confidentiality**

In the context of PSHE education, students sometimes make personal disclosures. Teachers and supervisors should be fully aware of the school's safeguarding procedures. For example, students must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue; guidance on this will be given by the PSHE Co-ordinator during Year team briefings. For example, in lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Staff should be aware of policies and procedures regarding confidentiality.

Where outside agencies and others provide support for the PSHE education, they must be made aware of, and abide by, the policy about safeguarding, and particularly policy relating to disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to students.

**The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled ‘Passport: a framework for personal and social development’ (published by the Calouste Gulbenkian Foundation):**

*Teachers should:*

- *ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;*
- *judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;*
- *ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;*
- *decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school’s values framework;*
- *provide appropriate support after a session for any pupil who may be troubled by an issue raised.*

### **Responding to Students’ Questions**

Teachers should decide how far they (as teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school’s values framework. Usually this will take the form of presenting alternative perspectives on any given topic. It is recommended that guidance provided by the PSHE Co-ordinator is pre-delivery briefings is followed.

When asking questions, students are expected to abide by the ground rules established at the start of the session.

Students are able to raise anonymous questions by provision of a 'Question Box' in tutor-led sessions.

## **Wider Skill Development**

### ***Developing Emotional Literacy***

A key aim of the PSHE education programme is to develop emotional literacy, defined as the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate students, need to develop the following skills:

- recognising, naming and describing feelings;
- understanding and empathising with others feelings;
- managing own feelings;
- responding appropriately to the feelings of others;
- communicating effectively;
- being an effective listener.

Emotional literacy is actively planned and delivered to all Year 8 students through the Drama curriculum.

## **Work-Related Skills**

It is the intention to progressively align the PSHE education program to the development of generic 'SkillsBuilder' work-related skills.

- Listening and Understanding, and Presenting
  - Reading speaking, listening, questioning discussion debating and writing are essential components of PSHE education.
  - The opportunities provided through PSHE education also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communication skills in a safe but challenging climate.
- Problem Solving and Creativity
  - The PSHE education programme provides opportunities for identifying and understanding problems; identifying and evaluating a range of solutions; selecting and applying the most appropriate solution; and re-evaluating in order to gauge the extent to which the solution has been successful. Through problem solving activities, students will be provided with opportunities to use a range of t skills,

including 'thinking skills' and others such as questioning, decision-making, interpreting, selecting, analysing, negotiating and presenting.

- Wherever possible, problem solving will be grounded in real life scenarios relating directly to the children's own experience. The skills acquired can then be applied and developed in wider contexts. For example, financial capability is explicitly developed as a problem-solving activity during the Year 10 'World of Work' programme
- Working in a Team and Leadership
  - The PSHEE programme entails children learning and using a variety of interpersonal and social skills, which they need to develop and practise in order to work collaboratively and effectively.
  - Improving own learning and performance
  - PSHEE offers children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development.
  - It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why and setting personal targets and goals for further development.

The Unifrog 'Introducing Competencies II' structure has been adopted as the vehicle to capture student progress against the SkillsBuilder skill areas across the school.

## **SUMMARY OF PROVISION**

**Our analysis of provision against PSHE Association recommendations is attached at Appendix A. This illustrates topics covered by the PSHE programme, and elements delivered across the curriculum.**

**Our analysis of provision against the statutory DfE guidelines for Relationships and Sex Education, and Health Education are shown at Appendix B.**

**The planned delivery programme by year group, highlighting the spiral curriculum, for 2019-2020 is attached at Appendix C.**

**The Year 7 taught programme is attached at Appendix D**



### **Links to Other School Policies and Areas of the Curriculum**

The PSHE Policy is informed by and should be read in conjunction with the following school policies:

Anti-Bullying Policy

Curriculum Policy

Drugs Policy

Equality & Diversity Policy

E-Safety Policy

Relationships and Sex Education Policy

Safeguarding Policy

SMSC Policy

### **Involving Parents and Carers**

We are committed to working with parents and carers. We will offer information and support to parents and carers by:

- Publishing the PSHE Policy and other related school policies on the School website
- Publishing on the School website links to relevant organisations who publish relevant information and guidance materials on PSHE-related topics
- Undertaking parent forums and surveys
- Provision of an annual 'Navigating the Teenage Years' evening where parents can find out more about PSHE education topics from school staff and relevant external providers through a range of talks and workshops. All parents and carers are invited to attend.
- Provision of an information stall at every parents' evening offering access to literature from a wide range of external agencies
- Q&A with a PSHE education focus in YAC 'parent coffee mornings'
- The school subscribes to National Online Safety and their weekly 'Parental Guides' publications are forwarded to all parents by Parentmail and social media, and published on the school web site

- Parents and carers are invited where possible to attend events associated with the PSHE education programme, for example the school has hosted two local premieres of Hyperfusion/TicBox drama productions

### **RSE Rights to Removal**

Legislation states that parents have the right to withdraw their children from aspects of RSE that do not form part of the science national curriculum. See RSE Policy for further guidance. Parents have access to the PSHE programme via the school website, and we will write to parents where inputs might prove to be particularly sensitive. Where parents request removal we will in the first instance always seek to explain to parents the value of their child's participation. Where parents still withdraw their child/children, they will be requested in writing to provide replacement inputs of content. Alternative provision will be made in school for students removed from PSHE education activities at their parents' request.

However, the new statutory RSE guidance states that, from up to three terms before their 16<sup>th</sup> birthday, students can request access to any learning resources that were missed as a result of parental removal. Where such a request is received, it is the school's intention to provide access to these materials.

### **Review Date and Methodology**

This Policy will be reviewed in September, 2021 in the first instance by the delegated SLT Link, PSHE Co-ordinator, Pastoral Leads and PSHE Link Governor.

In the intervening period it is planned to undertake more extensive consultation with Student Voice to assess whether students want to see additional inputs to the planned Programme.

This will ensure that the Policy continues to meet the needs of all stakeholders within the school, and that it is in line with prevailing DfE advice and guidance.

Appendix A – PSHE Delivery Plan 2019-2020 Academic Year

**PSHE Dates 2019-2020 (KS3/KS4)**

| Date    | Activity                    | Teachers Involved | Follow up | Room | Links   |
|---------|-----------------------------|-------------------|-----------|------|---|
| Term 1a | Physical health and fitness |                   |           |      | <ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> </ul> |
| Term 1b | Respectful relationships    | Form tutors       |           |      | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |

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| Term 2a | Mental health              | Form tutors |  |  | <ul style="list-style-type: none"> <li>•how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>•that happiness is linked to being connected to others.</li> </ul>  |
| Term 2b | Changing adolescent body   | Form tutors |  |  | <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul> |
| Term 3a | Drugs, alcohol and tobacco | Form tutors |  |  | <ul style="list-style-type: none"> <li>•The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>                 |
| Term 3b | Internet safety and harms  | Form tutors |  |  | <ul style="list-style-type: none"> <li>•The similarities and differences between the online world and the physical world, including: the</li> </ul>   |

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|         |  |                   |  |    | <p>impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>•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.</p> |
| Term 1a | Road Safety Play<br>11.10.2019<br>P1 and 2 | Essex<br>Highways |  | Q6 |  |
| Term 1a | Mental wellbeing                           |                   |  |    | <p>•How to critically evaluate when something they do or are involved in</p>   |

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|         |   |             |  |  | <p>has a positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> <li>•The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> |
| Term 1b | Health and prevention                   | Form tutors |  |  | <ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>   |
| Term 2a | SMSC: Equality (including legal rights) | Form tutors |  |  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| Term 2b | Families                                | Form tutors |  |  | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |

|         |  |             |  |  |   |
|---------|--|-------------|--|--|---|
|         |  |             |  |  | recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.  |
| Term 3a | Intimate and sexual relationships, including sexual health | Form tutors |  |  | <ul style="list-style-type: none"> <li>• 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</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul> |
| Term 3b | Online and media   | Form tutors |  |  | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online</li> </ul>  |

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|         |  |             |                      |  | <p>and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> </ul>  |
| Term 1a | Mental wellbeing   | Form tutors |                      |  | <ul style="list-style-type: none"> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> </ul>  |
| Term 1b | Respectful relationships<br>Intimate and sexual relationships, including sexual health | Form tutors | Reflection and notes |  | <ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact</li> </ul> |



|         |  |              |               |              |   |
|---------|--|--------------|---------------|--------------|---|
|         |  |              |               |              | <p>they can have on those who contract them and key facts about treatment.</p> <ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> </ul>  |
| Term 1b | 'This Is Namaste' performance focus on Mental Health | Prime Agency | Form activity | Saffron Hall |   |
| Term 2a | Online and media                                     | Form tutors  |               |              | <ul style="list-style-type: none"> <li>• 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.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul> |
| Term 2b | Being safe   | Form tutors  |               |              | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |

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|         |  |             |  |  |   |
| Term 3a | Drugs, alcohol and tobacco                                 |             |  |  | <ul style="list-style-type: none"> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Smoking and links to lung cancer.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>                          |
| Term 3b | Intimate and sexual relationships, including sexual health |             |  |  | <ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> </ul> |
| Term 1a | Drugs, alcohol and tobacco                                 | Form tutors |  |  | <ul style="list-style-type: none"> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>  |

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|            |  |             |            |              |   |
|------------|--|-------------|------------|--------------|---|
| Term 1a    | Domestic Abuse play  | TicBox      | Reflection | Q6           | <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>   |
| 12.09.2019 | Domestic Abuse launch night                                | TicBox      |            | Saffron Hall |   |
| Term 1b    | Families   | Form tutors |            |              | <ul style="list-style-type: none"> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul> |
| Term 2a    | Health and prevention<br>Physical health and fitness       |             |            |              | <ul style="list-style-type: none"> <li>• The benefits of regular self-examination and screening.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>   |
| Term 2b    | Intimate and sexual relationships, including sexual health |             |            |              | <ul style="list-style-type: none"> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility</li> </ul>   |

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|         |          |  |  |  |  |
|---------|----------|--|--|--|--|
|         |          |  |  |  | <p>for men and women.</p> <ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
| Term 3a | REVISION |  |  |  |  |
| Term 3b | EXAMS    |  |  |  |  |

## Appendix B – Structure and Content of Year 7 PSHE Programme

### Timetable Structure

The Year 7 periods have been allocated within the timetable structure at **1Tu4 (W half)** and **2Tu2 (S Half)**. These periods should be on your 2019-2020 draft timetable. The five tutor groups in each half of the year group will be timetabled into PSHE at the same time. This allows the following:

- Through the year the students will move through a carousel of the five PSHE/CEIAG units scheduled for the year (see below). If you are teaching in both timetable slots (you all are!) this will mean that you will only deliver one of these units but will do so ten times through the course of the year!
- Assembly of half year groups for any external or internal talks that could form part of the programme. None are however scheduled for now.

The calendar next year yields 19 sessions for each block. If we use the first lesson as ‘introductory and organisational’ this means that we have to squeeze our five carousel elements into 18 lessons – this equates to three units with four lessons and three units with three lessons. We cannot however allocate these different time elements between different units as defined by content, given that the carousel cannot operate on this basis. I propose therefore that the first three elements of the carousel in terms of the calendar run over four lessons, reducing to three for the final two. The rationale for this is that by the end of the year you will be experts in your unit and know where to make shortcuts, and that by the end of the Year 7 students should be able to cope with more intensive inputs.

### Schedule

The timetable schedule will therefore look like this:

| Dates          | S Half Carousel |        |        |        |        | W Half Carousel |       |        |        |        |
|----------------|-----------------|--------|--------|--------|--------|-----------------|-------|--------|--------|--------|
|                | A               | B      | C      | D      | E      | A               | B     | C      | D      | E      |
| 10/9           | S1 (I)          | S2 (I) | S3 (I) | S4 (I) | S5 (I) |                 |       |        |        |        |
| 17/9           |                 |        |        |        |        | W1 (I)          | W2(I) | W3 (I) | W4 (I) | W5 (I) |
| 23/9-<br>22/11 | S1              | S2     | S3     | S4     | S5     | W1              | W2    | W3     | W4     | W5     |
| 25/11-<br>31/1 | S2              | S3     | S4     | S5     | S1     | W2              | W3    | W4     | W5     | W1     |
| 3/2-<br>3/4    | S3              | S4     | S5     | S1     | S2     | W3              | W4    | W5     | W1     | W2     |
| 20/4-<br>5/6   | S4              | S5     | S1     | S2     | S3     | W4              | W5    | W1     | W2     | W3     |
| 8/6-<br>17/7   | S5              | S1     | S2     | S3     | S4     | W5              | W1    | W2     | W3     | W4     |

See below for interpretation.

**Course Elements and Staffing**

| <b>Element</b> | <b>Staff</b> | <b>Topic</b>  | <b>Rationale</b>   |
|----------------|--------------|---------------|--|
| A              | MXB          | SMSC          | Launches SMSC at SWCHS – appreciation and celebration of cultural diversity. Risks and consequences: focus on online abuse and cyber-bullying  |
| B              | JOB          | Wellbeing     | Drugs and alcohol, personal hygiene, etc. from existing programme.<br>Healthy eating. Basic first aid.   |
| C              | AM           | Mindfulness   | Allows curriculum input for Anna to introduce Mindfulness across whole cohort.   |
| D              | KVB          | Careers       | Introduction to whole-school careers programme, Unifrog software and SkillsBuilder skills.<br>Inputs towards Gatsby Benchmarks   |
| E              | JS           | Relationships | Relationships aspects of RSE as now made statutory under revised PSHE guidelines: friendships; bullying; gentle introduction to sex and relationships - consent.<br>Guidance on 'seeking help' |

Appendix C – Audit of Relationships and Sex Education (RSE) Provision in relation to Statutory DfE Guidance

| Relationships and Sex Education (RSE) and Health Education<br>Draft DfE Statutory Guidance   |  |        |  |        |  |   |  |         |  |                  |
|--|--|--------|--|--------|--|---|--|---------|--|------------------|
| This document summarises the key outcomes that are expected to become statutory for schools under the new guidance covering RSE and Health Education. Outcomes by the end of KS2 (i.e. by end of Primary education) are shown in italics, but the guidance states that these should be reinforced throughout Secondary provision as well. Non-italicised text shows additional outcomes expected to be delivered during 11-16 Secondary education. |  |        |  |        |  |   |  |         |  |                  |
| Action: please highlight in colours indicated below elements of provision that we can be confident are delivered to all students through your current subject Schemes of Work. In the final column please add the year group(s) where this content is delivered against each highlighted point   |  |        |  |        |  |   |  |         |  |                  |
| Baseline   |  | Year 7 |  | Year 8 |  | Year 9  |  | Year 10 |  | Year 11          |
| Relationships and Sex Education (RSE)  |  |        |  |        |  |   |  |         |  |                  |
| <i>Families and people who care for me</i>   |  |        |  |        |  | <i>Pupils should know</i> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |  |         |  |                  |
| Families   |  |        |  |        |  | <i>Pupils should know</i> <ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>  |  |         |  | Y7 Relationships |

|                                 |  |  |  |
|---------------------------------|--|--|--|
|                                 |  | <ul style="list-style-type: none"> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul> | <p>Year 11 (1b)</p> <p>Year 9 (2b)</p> |
| <i>Caring friendships</i>       |  | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>   |  |
| <i>Respectful relationships</i> |  | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>   | <p>Y7 Relationships</p>                |



|   |  |   |   |
|---|--|---|---|
|   |  | <ul style="list-style-type: none"> <li>• <i>the importance of self-respect and how this links to their own happiness.</i></li> <li>• <i>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.</i> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul> </li> <li>• <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></li> <li>• <i>the importance of permission-seeking and giving in relationships with friends, peers and adults.</i></li> </ul>   |   |
| Respectful relationships, including friendships |  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>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).</i></li> <li>• <i>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.</i></li> <li>• <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</i></li> <li>• <i>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</i></li> <li>• <i>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</i></li> <li>• <i>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.</i></li> </ul> | <p>Y7 Relationships</p> <p>Y7 SMSC</p> <p>Y10 Domestic Abuse play</p> <p>Y8 (1b)</p> <p>Y10 (1b)</p> <p>Y9 (2a)</p> |
| Online relationships                            |  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i></li> </ul>  |   |

|                  |  |  |   |
|------------------|--|--|---|
|                  |  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>   |   |
| Online and media |  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> | <p>Year 7 SMSC</p> <p>Year 9 (3b)</p> <p>Year 10 (2a)</p> |
| Being safe       |  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent</li> </ul>   | <p>Y10 (2b)</p>   |

|  |  |  |   |                      |
|--|--|--|---|----------------------|
|  |  |  | can be withdrawn (in all contexts, including online).   |                      |
| Intimate and sexual relationships, including sexual health |  |  | Pupils should know  |                      |
|  |  |  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>   | Y9 (3a)              |
|  |  |  | <ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>   | Y11 (2b)             |
|  |  |  | <ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage.</li> </ul>  | Y10 (3b)             |
|  |  |  | <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> | Y10 (1b)<br>Y11 (3a) |

| Physical health and mental wellbeing |  |  |
|--------------------------------------|--|--|
| <i>Mental wellbeing</i>              | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> |  |

|                           |  |                     |
|---------------------------|--|---------------------|
|                           | <ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |                     |
| Mental wellbeing          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>  | Y8 (2a)<br>Y10 (1a) |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>   |                     |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive</li> </ul>  | Y8 (3b)             |

|                             |   |  |
|-----------------------------|---|--|
|                             | <p>comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |  |
| Physical health and fitness | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>  |  |
| Physical health and fitness | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>  | <p>Y8 (1a)</p> <p>Y11 (2a)</p>                                     |
| Healthy eating              | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>  |  |
| Healthy eating              | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   | <p>Y7 Wellbeing</p>  |
| Drugs, alcohol and tobacco  | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |  |
| Drugs, alcohol and tobacco  | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> | <p>Y8 (3a)</p> <p>Y11 (1a)</p> <p>Y7 Wellbeing</p> <p>Y10 (3a)</p> |
| Health and prevention       | <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>  |  |

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|---------------------------------|---|--|
|                                 | <ul style="list-style-type: none"> <li>• <i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i></li> <li>• <i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i></li> <li>• <i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</i></li> <li>• <i>the facts and science relating to immunisation and vaccination</i></li> </ul>   |  |
| Health and prevention           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <i>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</i></li> <li>• <i>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</i></li> <li>• <i>(late secondary) the benefits of regular self-examination and screening.</i></li> <li>• <i>the facts and science relating to immunisation and vaccination.</i></li> <li>• <i>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</i></li> </ul> | <p>Y7 Wellbeing</p> <p>Y9 (2a)</p> <p>Y11 (2a)</p> |
| <i>Basic first aid</i>          | <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> <li>• <i>how to make a clear and efficient call to emergency services if necessary.</i></li> <li>• <i>concepts of basic first aid, for example dealing with common injuries, including head injuries.</i></li> </ul>   |  |
| Basic first aid                 | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <i>basic treatment for common injuries.</i></li> <li>• <i>life-saving skills, including how to administer CPR.15</i></li> <li>• <i>the purpose of defibrillators and when one might be needed.</i></li> </ul>  | Y7 Wellbeing                                       |
| <i>Changing adolescent body</i> | <p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> <li>• <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></li> <li>• <i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></li> </ul>  |  |
| Changing adolescent body        | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <i>key facts about puberty, the changing adolescent body and menstrual wellbeing.</i></li> <li>• <i>the main changes which take place in males and females, and the implications for emotional and physical health.</i></li> </ul>   | Y8 (2b)  |