

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

Policy Review and Approval

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

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

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

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

1. Context and rationale

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

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

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

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

2. Intent, aims and objectives

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

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

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

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

3. Implementation

There are three golden threads that are woven into the Personal Development curriculum from EYFS to Year 11:

- Health and Wellbeing
- Living in the Wider World
- Relationships and Sex Education (RSE)

These threads are supported through our Let's Talk PSHE Programme.

3.1 EYFS and Primary

The approach recommended by both [Ofsted](#) and the PSHE Association is discrete curriculum time supported by other learning opportunities across the curriculum including the use of enhancement days. PSHE is delivered through curriculum subjects, assemblies and circle times. Primary students receive a planned developmental programme of PSHE. Our PSHE is a curriculum designed and written for our schools with our pupils in mind. Every term a strand of the curriculum is taught across the school with age-appropriate progression designed to ensure pupils know more and remember more.

From Year 2, pupils begin to learn how to journal, supporting their independence and ability to reflect and self-regulate. This is an integral aspect of the curriculum and ensures that pupils are making progress that impacts on them as individuals.

The 6 strands of the PSHE curriculum are:

Building resilience, Mental Wellbeing, Respectful Relationships, Relationships & Sex Education (RSE), Health education, Caring Friendships and Living in the Wider World.

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

3.2 'Let's Talk' PSHE Programme

Let's Talk is a PSHE curriculum for primary schools (EYFS-Year 6) creates a culture of outstanding learning behaviour. The lessons build the children's resilience and give them the tools to tackle life's challenges with curiosity and confidence. The concepts taught permeate through every aspect of school life and establish a calm, safe and supportive environment where everyone can flourish.

Let's Talk Journal

The 90-page Let's Talk journal (Y2-Y6) includes a **journaling page** and **knowledge organiser** for every one of the 36 lessons of the year. This is where the **PSHE learning gets recorded along with evidence of personal development** for every child.

The journal also includes a **Being Human dictionary**, which has over sixty emotions/experiences defined to support the emotional literacy of children across the school.

The journal lasts the whole academic year and includes the key concepts that are taught in each term. There is also a **PSHE In Action** section that allows children to explain how they have applied their PSHE learning to their **life at school and home**.

The Let's Talk programme is set out for the whole-phase, from Reception - Year 6. It integrates PSHEE (Personal, Social, Health and Economic) Education, emotional literacy, social skills and spiritual development in a whole-phase approach.

The Let's Talk PSHEE programme is informed by existing DfE guidance on:

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

Let's Talk CURRICULUM includes:

(See APPENDIX 1 for primary curriculum map)

Resilience

Life challenges us every day. The lessons in this unit will help you identify these challenges and give you the tools to tackle them with confidence. Failure, emotions and other people are all covered along with developing a better understanding of our own triggers.

Relationships

They say that relationships are a cornerstone of a positive life. In this section, we learn about different families and the skills needed to collaborate. We also touch on the more challenging aspects of relationships including bullying and stereotyping.

Well-being

These lessons are packed with ideas to help you build happy and healthy lives. We first learn about the importance of talking and the different ways to express ourselves. We then tackle thought gremlins, gratitude and self-care. All crucial steps to boost our well-being.

Health Education

It is surprising how we sometimes forget to treat our bodies kindly. If you want to know what a healthy life looks like then this is your term. Here we focus on sleep, eating and exercise along with providing tips on staying safe in life and online.

Friendships

This term is all about developing the skills that create healthy friendships. Honesty, empathy and managing conflict are all covered in this section and will make it clear to you what it takes to be a good friend.

Wider World

Our ever-changing world can lead to a lot of questions. Questions about tolerance, money, change, work and serving the community. Well, this section gives answers to these questions and provides important insights about the world we live in.

Career's Curriculum:

The Let's Talk primary careers curriculum includes 66 engaging careers lessons that span across ten sectors. The programme teaches essential career skills, builds oracy and unlocks limitations by challenging stereotypes. Pupils get the chance to manage company accounts, deliver a speech in the class House of Commons and participate in the trial of Lumpty Dumpty with lawyers, witnesses, a jury and a judge. They also develop their skills of citizenship by exploring mortgages, the NHS, loans and leading an advertising campaign

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

3.3 Secondary a - Personal Development

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

At Gildredge House, PSHEE is delivered within Personal Development lessons with a whole school approach. This includes:

- discrete curriculum time delivered by specialist teams, Form Tutors and other staff;
- teaching PSHEE through and in other subject / curriculum areas;

- through PSHEE activities and school focus days or events; and
- through pastoral care and guidance.

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

Formal Assemblies and Form Tutor time are also used to deliver aspects of Personal Development e.g. Anti-Bullying.

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

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

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

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

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

4. Relationship and Sex Education (RSE)

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

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

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

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

4.1 Aims - our intent is:

- To enable young people to understand and respect their bodies and be able to cope with the changes puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others).

- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- To empower them to be safe and safeguarded.
- To clarify/reinforce existing knowledge.
- To raise students' self-esteem and confidence, especially in their relationships with others.
- To help students understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

4.2 Compulsory aspects of RSE

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

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

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

4.3 RSE and Statutory Duties

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

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

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

4.4 Primary RSE

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

Sex and Relationships Education (SRE) outlines that our bodies are amazing things. These lessons shine a spotlight on how our bodies change as we go through primary school. Students will learn about puberty, physical contact and also how to keep themselves safe.

4.5 Withdrawal from RSE

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

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

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

4.6 Working with Parents

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

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

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

5. Drug and Alcohol Education

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

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

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

The Drug and Alcohol Education programme delivered through Personal Development, reflects the school ethos and demonstrates and encourages the following values:

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

6. Delivery

6.1 The Learning Environment

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

To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year. The rules are supported by using the PSHE Associations 'Handling complex issues safely in the PSHE education classroom'. Teachers and students will add their own ground rules and devise additional Personal Development Classroom Guidelines. This is discussed and created at the beginning of the year so that students have ownership of their lessons. It must include the following aspects:

The PSHE Associations, 'Handling complex issues safely in the PSHE education classroom

- Openness
- Keep the conversation in the room
- Non-judgmental approach
- Right to pass
- Make no assumptions
- Listen to the other person's point of view respectfully
- Using appropriate language.
- Ask questions
- Seeking help and advice

PSHEE education is most effective when it uses a wide variety of active learning and assessment approaches and provides frequent opportunities for children and young people to reflect on their own and other people's experiences so they can use and apply their learning in their own

lives. A range of teaching strategies will be used to deliver PSHEE and citizenship in the classroom. The emphasis is on interactive strategies and the active participation of our students.

6.2 Teaching Responsibilities

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

- sharing the learning objective
- good questioning skills;
- discuss and define key literacy
- ground rules;
- working together;
- understanding another point of view;
- reflection, review and evaluation;
- role play;
- discussion and debate; and
- voting.

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

Differentiation / Special Educational Needs

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

6.3 Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ). Inclusive RSE will foster good relations between students, tackle all types of prejudice - including homophobia - and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014).

6.4 Assessment

Secondary students will have a Personal Development exercise book in which they can record their work. Feedback for progress will be in line with GH5 and Teaching and Learning guidance. Assessment will take place in the classroom as is appropriate to the task being undertaken. In discussion work or role play, this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self and Peer assessment will be actively encouraged and students allowed time to reflect on their progress and achievement. A summative assessment will also be completed in the form of a short questionnaire at the end of each overall topic, this will also provide opportunity for student voice.

6.5 External Agencies

External contributors from the community e.g. health promotion specialists, PSHE workshops/theatre productions, school nurses, social workers, and Community Police and fire

officers, make a valuable contribution to the Personal Development programme. Staff will always be present during these sessions and remain responsible for the delivery of the lesson.

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

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

6.6 Fundamental British Values

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

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

7. Teaching Sensitive and Controversial Issues

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

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their Class Teachers or their peers.

7.1 Safeguarding - Confidentially and Handling Disclosures

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

7.2 Responding to Student Questions

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

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

Both formal and informal RSE and Drug and Alcohol Education arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

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

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

8.1 Linked Policies

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

8.2 Curriculum links: EYFS and Primary Phase

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

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

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

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

8.3 Curriculum Links: Secondary Phase

Additionally, other curriculum subjects have opportunities to make links with the Personal Development Framework through their programme of study:

- English - skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues;
- Mathematics - aspects of financial capability;
- Science - teaching and learning on health, drugs (including medicines), sex education and safety;
- Physical Education - teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter-school competitions;

- ICT - finding ICT based information, handling data, e-mail for communication and exchange of ideas. Considering the ethical impact of the use of computers on our lives. Looking at the impact of legislation such as the Data Protection Act.
- Design / Technology (including, Food and Nutrition) - health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products;
- History - ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness and Democracy;
- Geography - implications of sustainable development for students' own life, study of cultural differences, skills of geographical enquiry including communication;
- Modern Foreign Languages - communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits;
- Art and Design - respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world;
- Music - making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression;
- Religious and World Belief - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
- Economics - developing students' understanding of the world of work and their role as consumers and aspects of financial capability; and
- Business - developing students' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation.

9. Monitoring and review

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

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

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

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

9.1 The role of the Senior Leadership Team

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

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

Appendix 1 - Primary Phase Programme

PSHE YEARLY OVERVIEW

Week	Term 1- Building Resilience	Term 2- Respectful Relationships	Term 3- Wellbeing	Term 4- Health Education	Term 5- Caring Friendships	Term 6- Wider World
1	Resilience	Families and people who care	Expressing Yourself	Sleep	Friendships	Tolerance
2	Emotions	Online Relationships	Thought gremlins (worrying thoughts)	Healthy Eating	Empathy	Care for Community
3	Triggers and Tornado Zone	Bullying Behaviour	Values	Exercise	Reporting	Work
4	The Arena	Collaboration	Gratitude	Harmful Habits	Honesty	Money
5	Road to Success (failure)	Stereotyping	Challenges	Internet Safety	Peer Pressure	Winning and losing
6	Facing Mistakes	Violence	Circle of Kindness	Keeping Safe	Conflict	Change

Progression of I Will Knows: PHSE

	Resilience	Relationships	Mental Wellbeing	Relationships, Sex, Health Ed	Health Education	Caring Friendships	Living in the Wider World
YEAR R	I know that everyone faces difficult things	I know the importance of caring families I know what to do when I see bullying	I know what to do when I feel sad	I know the importance of being clean and hygienic I know that some things need to be kept private I know what to do if someone's touch makes me feel unsafe	I know the importance of looking after my body I know how to be careful online	I know the importance of caring friends I know not to do something just because someone tells me to do it and when to tell an adult	I know that it is possible to get better at anything so long as you listen, learn from your mistakes and practise I know that change can be tricky
	<ul style="list-style-type: none"> • I know that we all feel sad • I know that we all feel different feelings • I know that everyone feels anger • I know how to join in • I know how to try something new • I know that mistakes can lead to learning 	<ul style="list-style-type: none"> • I know what caring families do • I know how to spot safe strangers • I know what to do when I see bullying • I know that you can do more as a team • I know that everyone should be treated the same • I know the dangers of violence 	<ul style="list-style-type: none"> • I know what to do when I feel sad • I know that everyone gets thought gremlins • I know the importance of values • I know to be thankful for the important people in my life • I know that challenges help you to grow • I know that kindness can make us all feel safe and happy 		<ul style="list-style-type: none"> • I know the importance of sleep • I know that too much sugar is bad for me • I know the importance of moving my body • I know the danger of putting something in my mouth • I know how to be careful online • I know how to stay safe in a busy place 	<ul style="list-style-type: none"> • I know what caring friends do. • I know how to help when someone finds something hard. • I know when to tell an adult when something serious happens. • I know that friends tell the truth to each other. • I know not to do something just because someone tells me to do it. • I know how to share what is important to me. 	<ul style="list-style-type: none"> • I know that I can learn things from different people • I know how to care for my community • I know how to get better at something • I know that you should not bring money into school. • I know how to deal with losing well • I know that change can be tricky.
YEAR 1	I know what to do when I find something tricky	I know that every family should be respected I know why bullying is wrong	I know what to do when I feel frustrated	I know the main parts of the body I know the needs of babies and young children I know how to make sure that my worries are heard	I know some things can cause me harm and to ring 999 in an emergency I know that there are scary videos on the internet	I know to tell an adult about unkindness, unfairness or peer pressure I know that people will not trust me if I lie	I know that differences are a good thing I know why I should play fairly I know that change happens to everyone

	<ul style="list-style-type: none"> • I know what to do when I find something tricky • I know about different emotions • I know that anger can lead to bad decisions • I know that it takes courage to shine • I know that failing helps you learn • I know why I should be honest when I make a mistake 	<ul style="list-style-type: none"> • I know that every family should be respected • I know that internet strangers can be harmful • I know why bullying is wrong • I know the importance of being a good team member • I know that stereotyping is wrong • I know the consequences of using violence 	<ul style="list-style-type: none"> • I know that talking helps when I am feeling frustrated • I know how to use helpful thoughts • I know how values help me to make good decisions • I know to be thankful for the good things in my life • I know that everyone faces challenges • I know why we should be kind 		<ul style="list-style-type: none"> • I know what happens if I do not get enough sleep • I know the foods that my body needs • I know that exercise is good for the heart • I know that there are harmful things in the house • I know that there are scary videos on the internet • I know to ring 999 in an emergency 	<ul style="list-style-type: none"> • I know the importance of friends • I know that losing can be hard. • I know how to tell an adult about unkindness. • I know that people will not trust me if I lie. • I know to stand up to peer pressure. • I know how to stand up to unfairness. 	<ul style="list-style-type: none"> • I know that differences can be a good thing • I know what happens if we do not take care of our community. • I know that you can work on yourself • I know the importance of saving money • I know why I should play fairly • I know that change happens to everyone
YEAR 2	I know what resilience looks like	I know how families can be different I know that bullying is upsetting, repeated, deliberate, targeted and with a power imbalance	I know how to spot my thought gremlins and express how I am feeling	I know how to respond when physical contact is unacceptable I know the difference between a surprise and a secret	I know the importance of a healthy lifestyle, (including sleep, healthy eating and exercise) I know how to stay safe on the internet	I know when to tell an adult about something I know how peer pressure can lead to bad decisions	I know that money can be spent or saved I know some of the changes that can happen to me and how this can lead to good things
	<ul style="list-style-type: none"> • I know what resilience looks like • I know when I feel different emotions • I know that angry actions can hurt others • I know examples of getting in the Arena • I know how to help myself when I fail • I know how to recognise a mistake 	<ul style="list-style-type: none"> • I know how families can be different • I know the questions that I should not answer • I know what bullying looks like • I know how to use collaboration to complete a group task • I know examples of stereotypes • I know the different forms of violence 	<ul style="list-style-type: none"> • I know the different ways to express myself • I know how to spot a thought gremlin • I know what a value is • I know what I am thankful for in my life • I know that life has highs and challenges • I know the actions that make the Circle of Kindness 		<ul style="list-style-type: none"> • I know the importance of sleep • I know how to recognise different foods • I know the different types of exercise • I know what I should put on my skin • I know about the internet • I know the risks in life 	<ul style="list-style-type: none"> • I know what makes a good friend • I know how to show empathy • I know when to tell an adult about something • I know why lying is harmful • I know about the power of peer pressure. • I know how conflict can start 	<ul style="list-style-type: none"> • I know how we can be different. • I know how to care for the community. • I know different careers • I know that money can be spent and saved • I know how I feel when I win and lose • I know the changes that can happen.
YEAR	I know what makes a resilient action	I know that everyone is worthy of respect	I know my trusted adults to help me	I know the difference between a surprise and a secret	I know how to build a healthy lifestyle, (including sleep,	I know the difference between a healthy	I know how to recognise diversity

3		I know the different types of bullying	with different thought gremlins	I know how to respond to unwanted physical contact	healthy eating and exercise) I know the dangers of too much screentime	and unhealthy relationship I know how peer pressure can change behaviour	I know that change can be a positive thing
	<ul style="list-style-type: none"> I know what makes a resilient action I know how emotions affect my actions I know what to do in the Tornado Zone I know the benefits of the Arena I know how to get out of the Pit of Failure I know the two responses to a mistake 	<ul style="list-style-type: none"> I know the importance of family I know the danger signs with online relationships I know the different types of bullying I know how to use collaboration to build a free-standing tower I know how to recognise stereotypes I know the causes of violence 	<ul style="list-style-type: none"> I know the right person to talk to when I am feeling upset I know how to recognise different thought gremlins I know the values that are important to me I know to be thankful for the important people in my life I know how to identify the challenges of my life I know the benefits of the Circle of Kindness 		<ul style="list-style-type: none"> I know how tiredness impacts on my actions I know the importance of fruit and vegetables I know why exercise is good for us I will know the dangers of screen time I know how to stay safe on the internet I know how to reduce the risk of hazards at home 	<ul style="list-style-type: none"> I know the difference between a healthy and unhealthy relationship I know how to use empathy to understand someone's feelings after life events I know the right time to report someone I know why people are not always honest I know how peer pressure can change behaviour I know how to manage conflict 	<ul style="list-style-type: none"> I know how to recognise diversity I know the difference between a caring and uncaring community I know how a person suits a job I know that we buy things for different reasons I know why losing can be painful I know how to deal with change
YEAR 4	I know how to respond with resilience	I know why stereotyping is not respectful I know the impact of bullying on victims	I know how to positively tackle Thought Gremlins	I know about menstruation and wet dreams I know hygiene strategies to manage the changes during puberty	I know how to be healthy and how smoking is unhealthy I know how to respond to an emergency I know why we should comply with age restrictions on the internet	I know how to maintain effective relationships with boundaries, empathy and support I know how peer pressure influences my thoughts I know the difference between calm conflict and stormy conflict	I know the importance of diversity I know how to manage change in a resilient manner
	<ul style="list-style-type: none"> I know the importance of resilience 	<ul style="list-style-type: none"> I know that there are different types of family 	<ul style="list-style-type: none"> I know the dangers of bottling up emotions 		<ul style="list-style-type: none"> I know how tiredness impacts my thinking I know how to identify a balanced diet 	<ul style="list-style-type: none"> I know how to apply relationship boundaries 	<ul style="list-style-type: none"> I know that diversity is can be a positive thing.

	<ul style="list-style-type: none"> • I know that emotions can be helpful and unhelpful • I know my triggers • I know how to tackle the barriers to the Arena • I know how the fear of failure can lead to bad outcomes • I know how to respond positively to a mistake 	<ul style="list-style-type: none"> • I know that people can behave differently online • I know the impact of bullying on victims • I know how to apply collaboration skills to complete a board game • I know why stereotypes are harmful • I know the impact of violence 	<ul style="list-style-type: none"> • I know how to positively tackle thought gremlins • I know key values to live by • I know how to use gratitude to boost my wellbeing • I know that we have a choice when dealing with challenges • I know why the Circle of Kindness is important for the community 		<ul style="list-style-type: none"> • I know why stretching is important • I know the dangers of smoking • I know why we should comply with age restrictions on the internet • I know how to respond to an emergency 	<ul style="list-style-type: none"> • I know how to use empathy to recognise that people respond to events in different ways • I know what to do when someone makes the wrong decision • I know how to play games honestly • I know how peer pressure influences my thoughts • I know that there are two types of conflict 	<ul style="list-style-type: none"> • I know the impact of an uncaring school community • I know what happens at a job interview • I know the risks associated with money • I know how winning and losing impact emotions. • I know how to describe a resilient response to change
YEAR 5	I know how resilient people behave	I know what makes a caring relationship with family and friends I know how to manage a bully	I know not to compare myself to others and ask for help when facing life's challenges	I know how my body changes as I go through puberty I know the correct terms in reference to sexual orientation I know about consent	I know how sleep, exercise and a balanced diet keep me healthy I know how the internet and social media can be both positive and negative	I know how to be a thoughtful friend and act with empathy I know why peer pressure can be harmful and how to start a challenging conversation	I know the dangers of intolerance I know how the government cares for the community I know how to learn from losing
	<ul style="list-style-type: none"> • I know how resilient people behave • I know that my behaviour is affected by my actions • I know how to manage the Tornado Zone • I know the impact of the Arena on my emotions • I know that my thoughts can make me more resilient to failure • I know how to explain what happens to my thoughts when I make a mistake 	<ul style="list-style-type: none"> • I know the actions of someone in a caring family relationship • I know how to critically consider online relationships • I know how to manage a bully • I know how to apply collaboration skills to create a country profile • I know how to manage people who stereotype • I know the impact of violence 	<ul style="list-style-type: none"> • I know the importance of being open about our challenges • I know the dangers of comparing myself to others • I know the values to look for in a friend • I know how to use gratitude to change my viewpoint • I know how to ask for help when facing life challenges • I know the reasons behind unkind actions. 		<ul style="list-style-type: none"> • I know the dangers of not getting enough sleep • I know the benefits of a balanced diet • I know the impact of exercise on my wellbeing • I know the health risks of alcohol • I know how the internet and social media can be positive and negative • I know how to manage risk in different situations 	<ul style="list-style-type: none"> • I know how to be a thoughtful friend. • I know how to build my skills of empathy • I know how to report someone • I know how to deliver the truth with empathy • I know why peer pressure can be harmful • I know how to start a difficult conversation. 	<ul style="list-style-type: none"> • I know the dangers of intolerance. • I know how the government cares for the community. • I know the skills needed for a range of careers. • I know how to apply collaboration skills to manage a budget. • I know how to learn from losing • I know the different ways that change can impact your life

YEAR 6	I know how to face challenges with resilience	I know what to do if a family relationship is making me feel unsafe I know how to be a helpful bystander when I see bullying	I know how to manage the catastrophising gremlin and helpful thoughts to tackle challenges	I know how sexual intercourse leads to human reproduction I know how the media can affect my self-esteem I know what is appropriate in friendships and wider relationships	I know the dangers of drug misuse and basic techniques for dealing with common injuries I know and understand how to manage the dangers of social media	<ul style="list-style-type: none"> • I know how to manage an unhealthy relationship • I know how to deal with peer pressure, someone who is not always honest and a serious incident • I know how to manage conflict 	I know how to be an effective citizen in the Wider World I know how to approach change in a resilient manner
	<ul style="list-style-type: none"> • I know how to face challenges with resilience • I know the role of emotions in my life • I know that Tornado Zone thoughts affect my actions • I know how the judgement thought gremlin can stop me from getting in the Arena • I know how to see failure as an opportunity • I know why I should take responsibility for my mistakes 	<ul style="list-style-type: none"> • I know what to do if a family relationship is making me feel unsafe • I know how to avoid oversharing on the Internet • I know how to be a helpful bystander when I see bullying • I know how to apply collaboration skills to complete the five task challenge • I know what stereotyping can lead to • I know why violence is the wrong choice 	<ul style="list-style-type: none"> • I know the importance of being self-curious • I know how to manage the catastrophising gremlin • I know how values can boost my well-being • I know to recognise my needs and wants to boost my gratitude • I know how to recognise helpful thoughts to tackle challenges • I know how to apply and promote the Circle of Kindness 		<ul style="list-style-type: none"> • I know the importance of sleep habits • I know the importance of a healthy diet • I know the benefits of an active lifestyle • I know the dangers of drug misuse • I know how to manage the dangers of social media • I know basic techniques for dealing with common injuries 	<ul style="list-style-type: none"> • I know how to manage an unhealthy relationship • I know how to recognise the actions of an empathetic person • I will know how to report a serious incident • I will know how to deal with people who not always honest • I know how to manage peer pressure • I will know the importance of conflict. 	<ul style="list-style-type: none"> • I will know why intolerance is harmful. • I will know why the government spends tax money on welfare. • I will know the different motivations for choosing a career • I will know how to monitor my spending. • I will know how to apply resilience and empathy in competition • I will know how to approach change with a resilient mindset

Appendix 2 - Secondary Phase Programme

	Living in the Wider World	Relationships and Sex	Health and Wellbeing
Year 7	<ul style="list-style-type: none"> Introduction to Secondary School PSHE introduction Aspirations and Self Esteem Being a Resilient Student Online Safety Introduction to budgeting, Saving and Finance Racism and Stereotypes 	<ul style="list-style-type: none"> Family, Marriage and Civil Partnership Positive Friendships Love, Positive and Safe relationships Bullying Online and Offline (including cyber bullying and trolling) Personal Identity and Diversity Extremism and Radicalisation 	<ul style="list-style-type: none"> Healthy Living - Nutrition, Exercise, Rest and Healthy eating Addiction, Drugs and dangerous substances - including smoking and energy drinks Puberty, periods and FGM Mental Health, Depression and anger management
Year 8	<ul style="list-style-type: none"> Careers, Skills, Vocational Qualities, and Entrepreneurship Gangs + Crime Finance, Budgeting, Tax and Saving Prejudice + Discrimination LGBT and Disability Internet Safety - Online Dangers + Predators Caring for the Environment 	<ul style="list-style-type: none"> Safe Sex - Consent, Contraception, Pornography, Image Sharing, STIs + Sexual Health, Sexting and Body Image, Extremism and Radicalisation Online Predators Tolerance and Anti-Racism Domestic Conflict and Running Away From Home 	<ul style="list-style-type: none"> Wellbeing- Mindfulness, Confidence, Self- Awareness, Emotions and Emotional Literacy Personal Safety and First Aid Cancer Awareness Vaping, Nicotine and Addiction Pregnancy + Parenting Personal Development, Behaviour, Targets and Goals

	Living in the Wider World	Relationships and Sex	Health and Wellbeing
Year 9	<ul style="list-style-type: none"> Employability and Workplace Skills Personal Finance - Avoiding Debt, Navigating Financial Institutions, County Lines Human Rights and Responsibilities Law, Knife Crime and Youth Offenders Self-discipline and Sustainability 	<ul style="list-style-type: none"> Child Sexual Exploitation - Predators and Danger (CSE) Peer Pressure Bullying, Body Image and the Media - includes Eating Disorders. Domestic Abuse and Conflict, Abusive Relationships Our Community and Diversity Exploring the LGBT+ and other UK Communities 	<ul style="list-style-type: none"> Alcohol Awareness, Risks and Dangers Drugs, Substance Abuse and the Law Mental Health Unit - Stress, Anxiety and Mindset Vaccinations, Organ, Blood and Stem Cell Donation Self-Harm Awareness Behaviour, Achievement Education and Distractions Personal Safety - Acid Attacks
Year 10	<ul style="list-style-type: none"> Employability, Careers and Workplace Awareness Rights, Responsibilities and Equality Money Laundering Fake News and Media Awareness Racism - BLM and Activism Gangs Crime and County Lines The Criminal Justice System Prejudice and Discrimination 	<ul style="list-style-type: none"> Same Sex and LGBT+ Relationships Gender and Transgender Identity Honour-based Violence Sexism and Gender Prejudice Forced and Arranged Marriages, Radicalisation Online Harassment and Stalking Revenge Porn Conflict Management Parenting and Families 	<ul style="list-style-type: none"> Mental Health inc. Social Anxiety Grief and Bereavement Social Media and Self-Esteem Suicide Binge Drinking Tattoos and Piercings Managing time online Screen Time Awareness Managing our time effectively and Study Skills Living Sustainably Homelessness

	Living in the Wider World	Relationships and Sex	Health and Wellbeing
Year 11	<ul style="list-style-type: none"> GCSE Revision and Study Skills Applying to College and University Preparing for Work and Living Independently Internet Safety - The Dark Web + Cybercrime Health and Safety Trade Unions Multiculturalism, Globalisation and Sustainability 	<ul style="list-style-type: none"> Different Types of Relationships (inc. LGBT+) Types of Committed Relationships, Unhealthy Relationships Consent, Rape and Sexual Abuse Relationship Break-Ups Forced Marriage Bullying and Body Shaming Sex and Waiting for Sex Pleasure and Risk Drugs, Alcohol and Sex 	<ul style="list-style-type: none"> Gambling, Addiction and Online Gaming Obesity and Body Positivity Pregnancy and Childcare The Importance of Sleep and Relaxation Fertility STIs Menopause Reproductive Health CPR, First Aid, Personal Safety and Taking Risks Perseverance and Procrastination