Eastwood Park Academy Trust

EPAT

Believe Succeed Together

PSHE and RSHE Policy

Date Reviewed	June 2023
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Contents

1.0 Overview

1.1 PSHE and RSHE

Personal, Social, Health and Economic Education (PSHE) is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

The National Curriculum states that 'all schools should make provision for PSHE drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum.

The relationships and health aspects of PSHE education were made compulsory in September 2020 - DfE guidance - Relationships Education, Relationships and Sex Education and Health Education (RSHE)

1.2 How is PSHE and RSHE Delivered?

To ensure comprehensive coverage and aid curriculum planning, the Trust uses the Programme of Study KS1-KS4 produced by the PSHE Association, the national body for PSHE and RSHE education, which includes the compulsory elements as stipulated in the DfE guidance - Relationships Education, Relationships and Sex Education and Health Education (RSHE) and, in respect to the primary phase, the Trust also uses Jigsaw.

The knowledge, skills and attributes are delivered through the following:

- Discreet timetabled lessons.
- Through other timetabled subjects e.g. Science, Citizenship, RE, P.E and Computing.
- 'Drop down' sessions led by school staff.
- Presentations/workshops from businesses, industry leaders, health professionals and guest/motivational speakers.
- Role play and case studies.
- Circle time and discussion.
- Printed information for pupils to keep for future reference.
- Opportunities for pupils to reflect on their learning.

4.1 Primary

4.11 Health and Wellbeing

KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
Pupils learn...	*Pupils learn...*
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy	**H1.** how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	**H2.** about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	**H3.** about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	**H5.** about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. how to keep safe in the sun and protect skin from sun damage	**H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	**H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. about the people who help us to stay physically healthy	**H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1]
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages

<div align="center">Keeping safe</div>

H28. about rules and age restrictions that keep us safe	**H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	**H38.** how to predict, assess and manage risk in different situations
H31. that household products (including medicines) can be harmful if not used correctly	**H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H33. about the people whose job it is to help keep us safe	**H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	**H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H35. about what to do if there is an accident and someone is hurt	
H36. how to get help in an emergency (how to dial 999 and what to say)	**H43.** about what is meant by first aid; basic techniques for dealing with common injuries[2]

	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]

<div align="center">Drugs, alcohol and tobacco</div>

H37. about things that people can put into their body or on their skin; how these can affect how people feel	**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

4.12 Relationships

KS1 Learning opportunities in Relationships	**KS2** Learning opportunities in Relationships
Pupils learn...	*Pupils learn...*

Families and close positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	**R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3. about different types of families including those that may be different to their own	**R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
R4. to identify common features of family life	
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

4.13 Living in the Wider World

KS1 Learning opportunities in Living in the Wider World	**KS2** Learning opportunities in Living in the Wider World
Pupils learn...	*Pupils learn...*
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. how people and other living things have different needs; about the responsibilities of caring for them	**L2.** to recognise there are human rights, that are there to protect everyone
L3. about things they can do to help look after their environment	**L3.** about the relationship between rights and responsibilities
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L4. about the different groups they belong to	**L6.** about the different groups that make up their community; what living in a community means
L5. about the different roles and responsibilities people have in their community	**L7.** to value the different contributions that people and groups make to the community
L6. to recognise the ways they are the same as, and different to, other people	**L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and emotions

L14. that everyone has different strengths	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	**L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L16. different jobs that people they know or people who work in the community do	**L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L17. about some of the strengths and interests someone might need to do different jobs	**L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

4.2 Secondary

4.21 Health and Wellbeing

KS3 Learning opportunities in Health and Wellbeing Students learn...	KS4 Learning opportunities in Health and Wellbeing Students learn...
Self-concept	
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
H4. simple strategies to help build resilience to negative opinions, judgements and comments	**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	
Mental health and emotional wellbeing	
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
H7. the characteristics of mental and emotional health and strategies for managing these	**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns	**H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Healthy lifestyles	Health-related decisions

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society[1]

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	**H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	**H20.** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	**H21.** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
H27. the personal and social risks and consequences of substance use and misuse including occasional use	
H28. the law relating to the supply, use and misuse of legal and illegal substances	
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online	**H22.** ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	**H23.** strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling **H33.** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**H24.** to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators **H25.** to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Puberty and sexual health	Sexual health and fertility
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing **H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) **H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**H26.** the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) **H27.** about specific STIs, their treatment and how to reduce the risk of transmission **H28.** how to respond if someone has, or may have, an STI (including ways to access sexual health services) **H29.** to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services **H30.** about healthy pregnancy and how lifestyle choices affect a developing foetus **H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors **H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy **H33.** about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

4.22 Relationships and Sex Education

KS3 Learning opportunities in Relationships and Sex Education	**KS4** Learning opportunities in Relationships and Sex Education
Students learn...	Students learn...
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	**R2.** the role of pleasure in intimate relationships, including orgasms
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4. the difference between biological sex, gender identity and sexual orientation	**R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R5. to recognise that sexual attraction and sexuality are diverse	**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	**R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship values	
R9. to clarify and develop personal values in friendships, love and sexual relationships	**R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	**R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

R13. how to safely and responsibly form, maintain and manage positive relationships, including online	**R11.** strategies to manage the strong emotions associated with the different stages of relationships
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
R15. to further develop and rehearse the skills of team working	
R16. to further develop the skills of active listening, clear communication, negotiation and compromise	**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	
R18. to manage the strong feelings that relationships can cause (including sexual attraction)	**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
R19. to develop conflict management skills and strategies to reconcile after disagreements	**R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	**R17.** ways to access information and support for relationships including those experiencing difficulties

Consent

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	**R18.** about the concept of consent in maturing relationships

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R25. about the law relating to sexual consent	**R19.** about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	
R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	**R20.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
R28. to gauge readiness for sexual intimacy	**R21.** the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
R29. the impact of sharing sexual images of others without consent	
R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	**R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
R31. that intimate relationships should be pleasurable	

Contraception and parenthood

	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	
R33. the risks related to unprotected sex	**R24.** the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
R34. the consequences of unintended pregnancy, sources of support and the options available	
R35. the roles and responsibilities of parents, carers and children in families	**R25.** the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	**R26.** the reasons why people choose to adopt/foster children
	R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	**R28.** to recognise when others are using manipulation, persuasion or coercion and how to respond

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

4.23 Living in the Wider World

KS3 Learning opportunities in Living in the Wider World	KS4 Learning opportunities in Living in the Wider World
Students learn...	Students learn...
Learning skills	
L1. study, organisational, research and presentation skills	**L1.** to evaluate and further develop their study and employability skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them	**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
L3. to set realistic yet ambitious targets and goals	
L4. the skills and attributes that employers value	
L5. the skills and qualities required to engage in enterprise	**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L6. the importance and benefits of being a lifelong learner	
Choices and pathways	
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	**L4.** about the range of opportunities available to them for career progression, including in education, training and employment
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	**L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
Work and career	
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	**L7.** about the labour market, local, national and international employment opportunities
L12. about different work roles and career pathways, including clarifying their own early aspirations	**L8.** about employment sectors and types, and changing patterns of employment

	L9. to research, secure and take full advantage of any opportunities for work experience that are available
	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
	L11. the benefits and challenges of cultivating career opportunities online
	L12. strategies to manage their online presence and its impact on career opportunities

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities	**L13.** the skills and attributes to manage rights and responsibilities at work including health and safety procedures
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
L14. to manage emotions in relation to future employment	**L15.** about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Financial choices

L15. to assess and manage risk in relation to financial decisions that young people might make	**L16.** how to effectively budget, including the benefits of saving
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
L16. about values and attitudes relating to finance, including debt	**L18.** to recognise and manage the range of influences on their financial decisions
L17. to manage emotions in relation to money	**L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	**L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

5.0 Confidentiality and Safeguarding

Staff are aware that issues may arise out of teaching and learning about PSHE and RSHE. The following are protocols for discussion-based approaches with pupils:

- No one (teacher or pupils) will have to answer personal questions.
- No one will be forced to take part in discussion.
- Meanings of words will be explained in a sensible and factual way.
- Staff may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent or carer.
- Pupils will be made aware that teachers cannot offer or agree to confidentiality, but they will be supported as appropriate.

Where a member of staff is concerned that there is a safeguarding issue, it is his or her responsibility to follow the Trust's Safeguarding Policy.

6.0 External Agencies/Visitors

On occasion, the Trust may invite in visitors to deliver elements of PSHE and RSHE.

All visitors will conform to the following:

- Visitors contributing to PSHE and RSHE will do so at the invitation of the Trust and will be suitably qualified to make an appropriate contribution.
- When in class, visitors will be supervised by a teacher who will always be present.
- Visitors will follow the Trust's Safeguarding Policy, particularly regarding disclosures.

7.0 Working with Parents

Parents should be reassured that methods of teaching will not be influenced by the opinions of staff and that such methods will fall within the boundaries of the Trust's Equality Policy and the Equality Act 2010.

The Trust recognises that parents are the key people in:

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

The Trust also recognises that it will support parents in both the primary and secondary phase in:

- Helping their children learn the correct names of the body.
- Talking with their children about feelings and relationships.
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

Under DfE guidance, parents have the right to withdraw their child from all or part of the RSHE programme, except that included in the statutory elements of the National Curriculum.

Parents who wish to withdraw their child should inform the Principal, in writing, of their decision. In such cases the constituent academy will endeavour to make alternative arrangements.

At all stages, parents are very welcome to meet staff to discuss and view materials which they are concerned about.