

**Ted
Wragg** TRUST



Cranbrook Education Campus Relationships and Sex Education (RSE) Policy – Secondary

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1.0 Trust Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

The aims of relationships and sex education (RSE) at our school are to:

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The School refers to the Secondary phase only
- Staff refers to all staff working within the Secondary phase of the Campus
- Pupils refers to all pupils being educated or on site in Secondary

4.0 Trust Policy development

4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

6.0 Legal framework

6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to:
- 6.3.1 Relationships Education (for Primary education)
- 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
- 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- 7.1.2 Be an entitlement for all young people;
- 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

8.0 Relationships & sex education

- 8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

9.1 RSE is specifically taught through the Personal Development curriculum and within Science lessons at both KS3 and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

10.0 Inclusion

10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

- 10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

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

12.0 Roles and responsibilities

- 12.1 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

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

13.0 Training

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

- 13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.
- 13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Monitoring arrangements

- 14.1 The delivery of RSE is monitored by the Assistant Headteacher, Maddi Jenkins, through regular quality assurance of lessons. All lessons have been clearly mapped according to the PSHE association recommendations and are fully compliant with the DfE and KCSIE guidance.
- 14.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 14.3 This policy will be reviewed by the School. At every review, the policy will be approved by Trustees.

15.0 Policy circulation

- 15.1 This Policy will be published on the schools website and included in the schools Policy Monitoring Schedule
- 15.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the schools website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the school.
- 15.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

15.0 Appendix

- 15.1 Appendix 1: Curriculum Map

PSHE (including Relationships and sex education) curriculum map

Year 7 and Year 8 PSHE Curriculum

Lessons highlighted are sex education lessons.

Year 7	PSHE Cycle One: Growing Up	PSHE Cycle 2: Changes	PSHE Cycle 3: Dreams and Goals
Core Content	<ol style="list-style-type: none"> 1. What makes me unique? 2. How does peer pressure affect choices? 3. Why do people want to fit in? 4. How do people show assertiveness? 5. Responsive lesson 6. Why should people stay private online? 7. What are the effects of trolling? 8. Why do I fall out with my friends? 9. What makes a good friend? 10. How do I put theory into practice? 11. Knowledge test and reflection 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What changes happen during puberty? 2. What is personal hygiene? 3. Why do thoughts and feelings change during adolescence? 4. How do societal influences affect puberty? 5. Responsive lesson 6. Why is exercise and sleep important for brain development? 7. How do people make healthy choices? 8. How can someone use social media in a safe way? 9. How does the media affect self-esteem? 10. What false information exists on the internet? 11. Knowledge test and reflection 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do I navigate the internet for career benefits? 2. How do I set myself goals? 3. What are employability skills? 4. How do I show resilience? 5. Responsive lesson 6. What is the Equality Act for? 7. Can money buy you happiness? 8. How do I use my money wisely? 9. What are the risks of not using money wisely? 10. How do I ensure I can achieve my dreams and goals? 11. Knowledge test and reflection 12. Responsive lesson
Key concepts	Introduction to personal development, uniqueness, peer pressure, the need for fitting in, assertiveness, being a good and kind friend, influences, stereotypes, assertiveness, cyber bullying, trolling	Puberty, physical and emotional changes, societal influences, FGM, foot binding, breast ironing, sleep and exercise, alcohol awareness, online safety, self-esteem	Careers focused cycle, employability skills, SMART target setting, pillars for resilience, aspiration, Equality Act, protected characteristics, understanding of money and debt, financial independence
PSHE strands	H1, H2, H3, H4, H5, H21, H30, H31, R1, R2, R7, R9, R10, R13, R17, R19, R21, R23, R24, R26, R37, R39, R42, R43, R44, L21, L22, L27	H1, H3, H5, H6, H7, H10, H14, H16, H17, H18, H21, H30, H34, L24, R13, R38, R39, R41, R44	H32, R14, R15, L1, L2, L3, L4, L5, L6, L9, L15, L16, L17, L18, L19, L25
SMSC	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP3, SP4, SP5, M1, M2, M3, SO1, SO3
Year 8	PSHE Cycle One: My Peers	PSHE Cycle 2: Celebrating Differences	PSHE Cycle 3: Enterprise
Core Content	<ol style="list-style-type: none"> 1. What are peer influences and how do I recognise them? 2. How does the need for peer approval affect our decisions? 3. What are the risks of underage drinking? 4. What are the risks of smoking and vaping? 5. Responsive lesson 6. What are the risks of using drugs? 7. How can substances affect people's future? 8. What are the dangers of sexting? 9. How do you stand up to your peers? 10. How do I ensure my peers are a positive influence on me? 11. How do I inform others about peer pressure? 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do people achieve emotional wellbeing? 2. How does social media affect self-esteem? 3. What coping strategies can people use for body image? 4. How do people use support networks to build resilience? 5. Responsive lesson 6. How do people recognise and challenge discrimination? 7. What is racial discrimination? 8. How is tolerance and respect linked to gender identity? 9. What is disability discrimination? 10. How do we celebrate our differences? 11. Knowledge test and reflection 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How do I lead a balanced life? 2. What is netiquette? 3. How can money affect your life? 4. How does the equality act help you? 5. Responsive lesson 6. How do I improve my employability? 7. What is Young Enterprise? 8. What do I need to be an entrepreneur? 9. How do I plan a pitch? 10. How do I pitch an enterprise to investors? 11. Knowledge test and reflection 12. Responsive lesson
Key Concepts	Peer pressure and dealing with peer influences, risk taking, consent, poor choices, alcohol and its effects, smoking/vaping and its effects, drug use, county lines, coercion, first aid, primary survey and CPR, illegal images, sexting, passive, aggressive and assertive behaviour	What does emotional wellbeing look like, personal space, online harassment, self-esteem, body image, overcoming body issues, self-worth, resilience and support networks, gender identity and transphobia, prejudice and discrimination, protected characteristics, effects of discrimination, disability discrimination, challenging racism	Screen time, analysis of spare time, hobbies, employer requirements, stress, friendships, addiction, loss of jobs, types of discrimination, protected characteristics, reasonable adjustments, transferable skills, skills audit, Young Enterprise, entrepreneur, pitching for a business
PSHE Association strands	H5, H10, H23, H24, H25, H26, H27, H28, H30, H31, H33, R1, R2, R9, R20, R24, R26, R29, R30, R38, R42, R43, R44, L25, L27	H1, H2, H3, H4, H5, H7, H8, H9, H21, R1, R3, R4, R5, R11, R17, R21, R23, R39, R40, R41, L22, L26	H2, H13, H34, R14, R15, R16, R17, R39, R40, R41, L1, L2, L3, L4, L5, L13, L14, L15, L16, L17, L18, L24
SMSC	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3
Skills	Emotional skills (emotional regulation, empathy, relationship skills, communication, conflict resolution) Social skills (problem solving, expressing viewpoints, adaptability) Personal skills (resilience, aiming high, assertiveness, independence, safety, financial, understanding risk) Responsibility skills (respect of values and beliefs, tolerance, supporting others, making informed choices, health and wellbeing)		
Assessment	Pre and post knowledge test, end cycle summarised discussion/presentation.		
Year 9	PSHE Cycle One: My Safety	PSHE Cycle 2: Changing Relationships	PSHE Cycle 3: My Voice
Core Content	<ol style="list-style-type: none"> 1. How does diet and exercise affect my mental health? 2. What strategies can I use to improve my mental health? 3. Can body modifications be harmful? 4. What is sun safety? 5. Responsive lesson 6. How do people know if trust is being abused? 7. What are the consequences of substance abuse? 8. What is gang exploitation? 9. What are some coping mechanisms for good mental health? 10. Assessment lesson 11. Supporting those who need help 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What makes a healthy relationship? 2. What are STI's and contraception? 3. How does pregnancy affect people? 4. How can beauty standards and pornography affect views on sex? 5. Responsive lesson 6. How do different people parent? 7. What differences are there in a marriage? 8. What does a healthy long term relationship look like? 9. What is conflict resolution? 10. How do people cope with bereavement and loss? 11. Knowledge test and reflection 12. Responsive lesson 	<ol style="list-style-type: none"> 1. How does the UK democratic system work? 2. What are political rights? 3. What are employment rights? 4. What are medical rights? 5. Responsive lesson 6. What are human rights? 7. Who are amnesty international? 8. What is the difference between protest and riot? 9. What might people campaign for? 10. How are campaigns run? 11. Knowledge test and reflection 12. Responsive lesson
Key Concepts	Definition of good mental health, factors affecting poor mental health, coping strategies, self care, physical health, healthy relationships, peer approval, radicalisation, grooming, child sexual exploitation, gang exploitation, drug misuse and consequences	Relationships and sex education, intimacy and teenage relationships, types of contraceptives, STI's and their symptoms, misconceptions on pregnancy, teenage pregnancy rates, idealisations of body image throughout history, negative effects of porn on relationship values, parenting styles, healthy parenting, marriage, history of marriage	Democratic system, political rights, employment rights, toxic workplaces, equality act, protected characteristics, human rights, amnesty international, riot, protest, law.
PSHE strands	H1, H2, H4, H5, H7, H8, H9, H10, H11, H12, H14, H15, H16, H17, H18, H19, H20, H21, H22, H23, H24, H25, H26, H27, H28, H29, H31, H34, R10, R13, R20, R23, R24, R26, R37, R42, R43, R44, R45, R46, R47, L19	H1, H4, H5, H6, H24, H30, H31, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R11, R12, R13, R14, R18, R19, R22, R23, R24, R25, R26, R27, R28, R31, R32, R33, R34, R35, R36, R40, R41, L25, L27	H2, H13, H30, R14, R15, R16, R23, R39, R40, R41, L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L20, L22, L23, L26
SMSC	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3	SP1, SP2, SP3, SP4, SP5, M1, M2, SO1, SO3, C1, C2, C3, C6
Year 10	Year 10 PD Cycle One: Career Conversations	Year 10 PD Cycle Three: Relationships	Year 10 PD Cycle Two: Challenge and Control
Core Content	<ol style="list-style-type: none"> 1. What is the job market like in the South West? 2. What jobs am I interested in? 3. How do I find jobs? 4. What jobs exist in companies? 5. Responsive lesson 6. How do I prepare for a job application? 7. How do I challenge career stereotypes? 8. What are positive and negative workplace environments? 9. How do I manage a wage? 10. Assessment lesson 11. What is the correct interview etiquette? 12. Responsive lesson 	<ol style="list-style-type: none"> 1. What are strong positive relationships? 2. How diverse can relationships be? 3. What are different stages of relationships? 4. What is the difference between lust and attraction? 5. Responsive lesson 6. What is consent in maturing relationships? 7. What external factors affect relationships? 8. How can discrimination affect a relationship? 9. How do I cope with divorce? 10. How do I cope with loss? 11. Assessment lesson 12. Responsive lesson 	<ol style="list-style-type: none"> 1. Is the internet trustworthy? 2. What is the law on sharing sexual images? 3. What is trolling, cyberstalking and harassment? 4. How can gangs exploit you? 5. Responsive lesson 6. What is coercion and manipulation? 7. How can coercion become abuse? 8. How do you challenge sexual assault? 9. What is forced marriage? 10. What does extremism look like? 11. Assessment lesson 12. Am I ready for work experience?
Key Concepts	LMI, growth industries, gender stereotypes, payslips, budgeting and debt, whistleblowing, discrimination, protected characteristics, code of conduct, Equality Act, work experience, CV writing, job applications, myth busting in work, skills and attributes	Features of relationships, diversity in relationships, LGBT+ relationships, maintaining relationships, lust, attraction and attachment, consent, divorce and separation, cycle of grief	Insta vs reality, disinformation, clickbait, the law and sending sexually explicit photos, trolling, stalking, harassment, coercion, sexual assault, honour based violence, forced marriage, protest vs terrorism, extremism in the community, British values
PSHE Association strands	H1, H4, H5, H6, H7, H12, H20, H22, H25, R9, R18, R35, R36, R37, R38, L1, L2, L3, L4, L5, L6, L7, L8, L11, L12, L13, L14, L15, L16, L17, L18, L19, L20, L21, L22, L23, L24, L25, L26, L27, L28	H2, H4, H5, H6, H7, H13, H14, H23, R1, R3, R4, R5, R6, R7, R9, R10, R11, R12, R13, R14, R15, R17, R34, L10	H2, H4, H5, H6, H7, H8, H9, H10, H13, H14, H19, H20, R9, R15, R16, R17, R19, R20, R28, R29, R30, R31, R32, R33, R34, R35, R37, L9, L22, L28
SMSC	SP3, SP4, SP5, M1, M2, SO1, SO2, SO3, C1, C2, C3, C6	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO3, C1, C2, C3, C6	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3, C1, C2, C3, C6
Skills	Emotional skills (emotional regulation, empathy, relationship skills, communication, conflict resolution) Social skills (problem solving, expressing viewpoints, adaptability) Personal skills (resilience, aiming high, assertiveness, independence, safety, financial, understanding risk) Responsibility skills (respect of values and beliefs, tolerance, supporting others, making informed choices, health and wellbeing)		
Assessment	Pre and post knowledge test, end cycle summarised discussion/presentation.		

Year 11 PSHE Curriculum

Lessons highlighted are sex education lessons.

	Year 11 PD Cycle One: Making decisions	Year 11 PD Cycle Two: Life beyond	Year 11 PD Cycle Three: Revision
Core Content	<ol style="list-style-type: none"> How do people know if they are ready for sex? How are views of sexual relationships affected by the media? How do you reduce sexual risk? How important is intimacy in a relationship? Responsive lesson What is pregnancy and miscarriage? What is abortion? What are alternative ways to become a parent? How does becoming a parent change your lifestyle? What is the long term impact of becoming a parent? Assessment lesson Responsive lesson 	<ol style="list-style-type: none"> How does sleep deprivation affect the body? What are common stress triggers? What are risky and emergency situations? How do I use the NHS for support and checks? What are risky body modifications? How do I take responsibility for my body choices? Revision until study leave. 	After Easter, pupils will take part in targeted revision sessions led by subject leads.
Key Concepts	Why people have sex, age of consent, religious views on sex, unrealistic expectations, rule of law, effect of pornography on healthy sex, STIs, contraception, types of intimacy, religious beliefs on marriage, what happens during pregnancy, alternatives to giving birth, adoption, abortion, IVF, surrogacy, costs of raising a child	Sleep deprivation, phone addiction, stress, eating disorders, self harm, signposting for support, checking for cancer, sunbeds, piercings, tattoos, organ donation, giving blood.	
PSHE Association strands	H3, H4, H6, H7, H13, H21, H26, H27, H28, H29, H30, H31, H32, H33, R2, R6, R7, R8, R9, R10, R11, R17, R19, R23, R24, R25, R26, R27, R34, L22, L23	H1, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H21, H25, R1, R3, R9, L1, L2, L3, L4, L5, L6, L10, L11, L16, L17, L18, L19, L20	
SMSC	SP1, SP2, SP3, SP4, SP5, M1, M2, M3, SO1, SO2, SO3, C1, C2, C3, C6	SP3, M1, M2, M3, SO3, C1, C6	
Skills	Emotional skills (emotional regulation, empathy, relationship skills, communication, conflict resolution) Social skills (problem solving, expressing viewpoints, adaptability) Personal skills (resilience, aiming high, assertiveness, independence, safety, financial, understanding risk) Responsibility skills (respect of values and beliefs, tolerance, supporting others, making informed choices, health and wellbeing)		
Assessment	Pre and post knowledge test, end cycle surmised discussion/presentation.		

Appendix 2. PSHE Association Strands. This covers all aspects of what pupils should learn and know by the end of school.

	Year 7	Year 8	Year 9	Year 10	Year 11
Health and Wellbeing					
Self-concept					
H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	C1/C2	C2	C1/C2		
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	C1	C2/C3	C1/C3		
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	C1/C2	C2			
H4. simple strategies to help build resilience to negative opinions, judgements and comments	C1	C2	C1/C2		
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	C1/C2	C1	C1/C2		
H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback				C1	C2
H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this				C2/C3	
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					C1
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				C1/C2/C3	C1
Mental health and emotional wellbeing					
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	C2	C2	C2		
H7. the characteristics of mental and emotional health and strategies for managing these	C2	C2	C1		

H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns		C2	C1		
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	C3	C2	C1		
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	C2	C1	C1		
<i>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).]</i>			C1		
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			C1		
H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health				C2/3	C2
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				C1/C2/C3	C1/C2
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				C1/C2/C3	C1/C2
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				C3	C2
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).]				C3	C2
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				C3	C2
Healthy lifestyles					
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities		C3	C3		
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	C2		C1		
H15. the importance of sleep and strategies to maintain good quality sleep			C1		
H16. to recognise and manage what influences their choices about physical activity	C2		C1		
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	C2		C1		
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	C2		C1		
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.			C1		
H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	C2		C1		

H21. how to access health services when appropriate	C1	C2	C1/C2/		
H22. the risks and facts 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	C2				
H11. to make informed lifestyle choices regarding sleep, diet and exercise					C2
H12. the benefits of having a balanced approach to spending time online				C1	C2
H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health				C2/C3	C1/C2
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				C2/3	C2
H15. the purpose of blood, organ and stem cell donation for individuals and society					C2
H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination					C2
H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds					C2
H18. the ways in which industries and advertising can influence health and harmful behaviours					C2
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		C1	C1		
H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use		C1	C1		
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers		C1	C1		
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use		C1	C1		
H27. the personal and social risks and consequences of substance use and misuse including occasional use		C1	C1		
H28. the law relating to the supply, use and misuse of legal and illegal substances		C1	C1		
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions			C1		
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				C3	C2
H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle				C1/C3	C2
H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation					C1/C2
Managing risk and personal safety					
H30. how to identify risk and manage personal safety in increasingly independent situations, including online	C1/C2	C1	C2/C3		
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	C1	C1	C1/C2		
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	C3	C3			
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	PE lessons				
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online				C1	
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)					C2

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators				PE	
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				C1	C2
Puberty and sexual health					
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	C2		C1		
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)			C2		
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)			C2		
H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)					C1
H27. about specific STIs, their treatment and how to reduce the risk of transmission					C1
H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)					C1
H29. to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services					C1
H30. about healthy pregnancy and how lifestyle choices affect a developing foetus					C1
H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors					C1
H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy					C1
H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice					C1
Relationships					
Positive relationships					
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	C1	C1/C2	C2		
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	C1	C1	C2		
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation		C2	C2		
R4. the difference between biological sex, gender identity and sexual orientation		C2	C2		
R5. to recognise that sexual attraction and sexuality are diverse		C2	C2		
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			C2		
R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships	C1		C2		
R8. that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex			C2		
R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality				C2	C2
R2. the role of pleasure in intimate relationships, including orgasms					C1
R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary				C2	C2

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				C2	
R5. the legal rights, responsibilities and protections provided by the Equality Act 2010				C2	
R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them				C2	C1
R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed				C2	C1
R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours					C1
Relationship values					
R9. to clarify and develop personal values in friendships, love and sexual relationships	C1	C1	C2		
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	C1		C1		
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships		C2	C2		
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex			C2		
R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours				C1/C2/C3	C1/C2
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				C2	C1
Forming and maintaining respectful relationships					
R13. how to safely and responsibly form, maintain and manage positive relationships, including online	C1/C2		C1/C2		
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)	C3	C3	C2/3		
R15. to further develop and rehearse the skills of team working	C3	C3	C3		
R16. to further develop the skills of active listening, clear communication, negotiation and compromise		C3	C3		
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	C1	C2/C3			
R18. to manage the strong feelings that relationships can cause (including sexual attraction)			C2		
R19. to develop conflict management skills and strategies to reconcile after disagreements	C1		C2		
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations		C1	C1		
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	C1	C2			
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support			C2		
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	C1	C2	C1/C2/C3		
R11. strategies to manage the strong emotions associated with the different stages of relationships				C2	C1
R12. to safely and responsibly manage changes in personal relationships including the ending of relationships				C2	
R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them				C2	

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks				C2	
R15. the legal and ethical responsibilities people have in relation to online aspects of relationships				C2/C3	
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help				C3	
R17. ways to access information and support for relationships including those experiencing difficulties				C2/C3	C1
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 situations	C1	C1	C1/C2		
R25. about the law relating to sexual consent			C2		
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	C1	C1	C1/C2		
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			C2		
R28. to gauge readiness for sexual intimacy			C2		
R29. the impact of sharing sexual images of others without consent		C1			
R30. how to manage any request or pressure to share an image of themselves or others, and how to get help		C1			
R31. that intimate relationships should be pleasurable			C2		
R18. about the concept of consent in maturing relationships				C3	
R19. about the impact of attitudes towards sexual assault and to challenge victim- blaming, including when abuse occurs online				C3	C1
R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour				C3	
R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple					C1
R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences				C3	
Bullying, abuse and discrimination					
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')			C2		
R33. the risks related to unprotected sex			C2		
R34. the consequences of unintended pregnancy, sources of support and the options available			C2		
R35. the roles and responsibilities of parents, carers and children in families			C2		
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children			C2		
R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner					C1
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					C1
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					C1
R26. the reasons why people choose to adopt/foster children					C1
R27. about the current legal position on abortion and the range of beliefs and opinions about it					C1

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			C1		
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	C1/C2	C1			
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	C2	C2/C3	C3		
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice		C2/C3	C2/C3		
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	C2	C2/C3	C2/C3		
R28. to recognise when others are using manipulation, persuasion or coercion and how to respond				C3	
R29. the law relating to abuse in relationships, including coercive control and online harassment				C3	
R30. to recognise when a relationship is abusive and strategies to manage this				C3	
R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships				C3	
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				C3	
R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support				C3	
R34. strategies to challenge all forms of prejudice and discrimination				C2/C3	C1
Social influences					
R42. to recognise peer influence and to develop strategies for managing it, including online	C1	C1	C1		
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	C1	C1	C1		
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	C1/C2	C1	C1		
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours			C1		
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support			C1		
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon			C1		
R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs				C1/C3	
R36. skills to support younger peers when in positions of influence				C1	
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				C1/C3	
R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime				C1	
Living in the wider world					
Learning skills					
L1. study, organisational, research and presentation skills	C3	C3	C3		
L2. to review their strengths, interests, skills, qualities and values and how to develop them	C3	C3	C3		
L3. to set realistic yet ambitious targets and goals	C3	C3	C3		
L4. the skills and attributes that employers value	C3	C3	C3		

L5. the skills and qualities required to engage in enterprise		C3	C3		
L6. the importance and benefits of being a lifelong learner	C3		C3		
L1. to evaluate and further develop their study and employability skills				C1	C2
L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting				C1	C2
L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability				C1	C2
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			C3		
L8. about routes into work, training and other vocational and academic opportunities, and progression routes			C3		
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	C3		C3		
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations			C3		
L4. about the range of opportunities available to them for career progression, including in education, training and employment				C1	C2
L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities				C1	C2
L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities				C1	C2
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			C3		
L12. about different work roles and career pathways, including clarifying their own early aspirations			C3		
L7. about the labour market, local, national and international employment opportunities				C1	
L8. about employment sectors and types, and changing patterns of employment				C1	
L9. to research, secure and take full advantage of any opportunities for work experience that are available				C1/C2/C3	
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				C1/C2	C2
L11. the benefits and challenges of cultivating career opportunities online				C1	C2
L12. strategies to manage their online presence and its impact on career opportunities				C1	
Employment rights and responsibilities					
L13. about young people's employment rights and responsibilities		C3			
L14. to manage emotions in relation to future employment		C3			
L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures				C1	
L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken				C1	
L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it				C1	
Financial choices					
L15. to assess and manage risk in relation to financial decisions that young people might make	C3	C3			
L16. about values and attitudes relating to finance, including debt	C3	C3			

L17. to manage emotions in relation to money	C3	C3			
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	C3	C3			
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	C3		C1		
L16. how to effectively budget, including the benefits of saving				C1	C2
L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks				C1	C2
L18. to recognise and manage the range of influences on their financial decisions				C1	C2
L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights				C1	C2
L20. the skills to challenge or seek support for financial exploitation in different contexts including online				C1	C2
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				C1	
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				C3	C1
Media literacy and digital resilience					
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	C1		C3		
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	C1	C2			
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		C2	C3		
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views			C3		
L24. to understand how the way people present themselves online can have positive and negative impacts on them	C2	C3			
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	C3	C1	C2		
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		C2	C3		
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	C1	C1	C2		
L22. that there are positive and safe ways to create and share content online and the opportunities this offers				C1	C2
L23. strategies for protecting and enhancing their personal and professional reputation online				C1	C2
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				C1	
L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this				C1	
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				C1	
L27. strategies to critically assess bias, reliability and accuracy in digital content				C1	
L28. to assess the causes and personal consequences of extremism and intolerance in all their forms				C1/C3	