

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

Contents Page

Responsibility for approval: Senior Exec
Date of approval: June 2025

Table of Contents

1.0	Policy Statement	3
2.0	Aims	3
3.0	Definition	3
4.0	Policy development	3
5.0	What is Relationship and Sex Education	4
6.0	Legal framework	4
7.0	Principles and values	4
8.0	Relationships & sex education	5
9.0	Organisation and Content	5
10.0	Inclusion	6
11.0	Roles and responsibilities	6
12.0	Roles and responsibilities	7
13.0	Confidentiality	7
14.0	Training	7
15.0	Monitoring arrangements	7
16.0	Policy circulation	8
17.0	Appendix	8

1.0 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 Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 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

- 5.1 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.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 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 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at 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.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

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 Confidentiality, Controversial and Sensitive Issues

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 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

14.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Maddi Jenkins, Assistant Headteacher through:

15.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

15.3 This policy will be reviewed by Maddi Jenkins Assistant Headteacher, annually. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 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.

17.0 Appendix

- 17.1 Appendix 1: Curriculum Map. Highlighted lessons are within the right to withdraw.

We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

Year 9 and 10 PSHE Curriculum Lessons highlighted are sex education lessons.

	PSHE Cycle One: My Safety	PSHE Cycle 2: Changing Relationships	PSHE Cycle 3: My Voice
Core Content	<ol style="list-style-type: none"> How does diet and exercise affect my mental health? What strategies can I use to improve my mental health? Can body modifications be harmful? What is sun safety? Responsive lesson How do people know if trust is being abused? What are the consequences of substance abuse? What is gang exploitation? What are some coping mechanisms for good mental health? Assessment lesson supporting those who need help Responsive lesson 	<ol style="list-style-type: none"> What makes a healthy relationship? What are STI's and contraception? How does pregnancy affect people? How can beauty standards and pornography affect views on sex? Responsive lesson How do different people parent? What differences are there in a marriage? What does a healthy long term relationship look like? What is conflict resolution? How do people cope with bereavement and loss? Knowledge test and reflection Responsive lesson 	<ol style="list-style-type: none"> How does the UK democratic system work? What are political rights? What are employability rights? What are medical rights? Responsive lesson What are human rights? Who are amnesty international? What is the difference between protest and riot? What might people campaign for? How are campaigns run? Knowledge test and reflection 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, employability 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, H21, 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 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"> What is the job market like in the South West? What jobs am I interested in? How do I find jobs? What jobs exist in companies? Responsive lesson How do I prepare for a job application? How do I challenge career stereotypes? What are positive and negative workplace environments? How do I manage a wage? Assessment lesson What is the correct interview etiquette? Responsive lesson 	<ol style="list-style-type: none"> What are strong positive relationships? How diverse can relationships be? What are different stages of relationships? What is the difference between lust and attraction? Responsive lesson What is consent in maturing relationships? What external factors affect relationships? How can discrimination affect a relationship? How do I cope with divorce? How do I cope with loss? Assessment lesson Responsive lesson 	<ol style="list-style-type: none"> is the internet trustworthy? What is the law on sharing sexual images? What is trolling, cyberstalking and harassment? How can gangs exploit you? Responsive lesson What is coercion and manipulation? How can coercion become abuse? How do you challenge sexual assault? What is forced marriage? What does extremism look like? Assessment lesson 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, 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

Resp
Date

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, H6, 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 surmised 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"> 1. How do people know if they are ready for sex? 2. How are views of sexual relationships affected by the media? 3. How do you reduce sexual risk? 4. How important is intimacy in a relationship? 5. Responsive lesson 6. What is pregnancy and miscarriage? 7. What is abortion? 8. What are alternative ways to become a parent? 9. How does becoming a parent change your lifestyle? 10. What is the long term impact of becoming a parent? 11. Assessment lesson 12. Responsive lesson 	<ol style="list-style-type: none"> 1. 1.What are common stress triggers? 2. 2.How does sleep deprivation affect the body? 3. 3.What are some risks to body modifications? 4. 4.How do I look after myself? 5. 5.Responsive lesson 6. 6.How do I make the most of my money? 7. 7.How do I budget properly? 8. 8.What is the impact of borrowing money? 9. 9.What are my career options after year 13? 10. 10.What is my north star? 11. 11.Revision technique 12. 12.Revision technique 	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, STI's, 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, organ donation, giving blood, money, borrowing, higher education, revision technique.	
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.		