

# PSHE POLICY

(Personal, Social, Health Education)

Including Relationships Education, Relationships and Sex  
Education and Health Education

## Whitefriars School



Approved by Directors: February 2021  
Effective from: February 2021

Last Review Date: February 2023  
Reviewed and Approved 2-Yearly by SLT  
Next Review Date: February 2025

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory for all pupils in all schools.



**Article 29: Your right to become the best that you can be**

## What is our philosophy?

We teach Personal, Social, Health Education as a whole school approach to underpin students' development as people and because we believe that this also supports and develops their learning capacity.

We value PSHE as one way in supporting students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme. Our curriculum fully meets the statutory RSE and Health Education requirements.

PSHE within the Heathland Whitefriars Federation is taught through a programme of learning called Jigsaw which we believe offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. By using the Jigsaw programme we are confident that the whole school approach enables learning to be built on year by year in a way that meets all statutory requirements.

The programme also supports the 'Personal Development' and 'Behaviour and Attitudes' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## What is our aim?

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online alongside the essential understanding of how to be healthy. We focus on enabling pupils to make well-informed, positive choices for themselves.

We believe that the knowledge and attributes gained will support our children's wellbeing and attainment and help them to become successful and positive adults who make a meaningful contribution to society.



**Article 3: Everyone who works with children should always do what is best for each child.**

## What does the statutory DfE guidance on Health education expect children to know by the time they leave school?

Department for Education statutory guidance expects young people to learn about the following topics:

<b>Primary section and Secondary section:</b>
Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention
Basic First Aid
Changing adolescent body (puberty)

These topics are all included in our PSHE curriculum. The 'Healthy Me' unit covers the majority of the statutory Health Education. Some of the outcomes are taught elsewhere in the curriculum to ensure a holistic approach and that the learning is reinforced through the year and across the curriculum.

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'changing adolescent body' strand. This is taught as part of the 'Changing Me' unit. Puberty is taught from Year 4 and parents and carers are not able to withdraw pupils from this part of the curriculum.

## What does the statutory DfE guidance on Relationships and Sex education expect children to know by the time they leave school?

Department for Education statutory guidance expects young people to learn about the following topics:

Primary section:	Secondary section:
Families and people who care for me	Families
Caring friendships	Respectful relationships including friendships
Respectful relationships	Online and media
Online relationships	Being safe
Being safe	Intimate sexual relationships including sexual health

These topics are all included in our PSHE curriculum. The Relationships unit covers the majority of the statutory Relationships Education and the Changing Me unit covers the majority of the Sex Education.

Some of the outcomes are taught elsewhere in the curriculum to ensure a holistic approach and that the learning is reinforced through the year and across the curriculum.

## What do we teach?

The table below gives the learning theme of each of the six units. These are taught across the school. Learning is age appropriate and deepens and broadens each year.

Unit	Content
<b>Being Me in My World</b>	Includes understanding my own identity and how I fit well in the class, school and global community.
<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Dreams and Goals</b>	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Relationships</b>	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Changing Me</b>	Includes Relationships and Sex Education in the context of coping positively with change

These explicit lessons are reinforced and enhanced by our assemblies, praise and reward system, Rights respecting learning Charters, school Values and our relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Whitefriars School is a United Nations Rights Respecting school and as such works to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools work embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

We have a set of Values which underpin the Federation ethos. Each of these is explored for through classroom talk, assemblies, class and form time activities etc. Above all, all staff are expected to demonstrate and model these Values in action and to explicitly teach how they work and the difference they make to the world. Our overall aim is that all children and adults 'live the Values'.



### ***Article 28: Your right to learn and to go to school***

## **How is teaching organised?**

Dedicated time and timetabled lessons are allotted to the teaching of PSHE each week across the whole school.

The groupings sessions are considered carefully by the school leaderships team, Head of PSHE and the teachers delivering the sessions. On occasions the sessions are mixed sex and on other occasions the groupings will be single sex.

Staff involved in the delivery of sessions are provided with support and training to ensure that content and delivery is up-to-date. Where outside visitors help deliver teaching, they are not there to replace teachers but to enrich existing programmes by supporting the school.

## **How does the school meet the needs of all pupils?**

We pride ourselves on being an inclusive school. We do not discriminate against anyone, be they staff, pupil, parent or any member of the community based on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand

that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

### How does the National Curriculum for Science fit in?

The National Curriculum for Science also includes subject content in related areas to Relationship and Sex education (RSE). These areas of the curriculum are compulsory and children cannot be withdrawn from these lessons.

Phase of school	National Curriculum Science content
<b>EYFS (Nursery &amp; Reception)</b>	<ul style="list-style-type: none"> <li>• Children know about similarities and differences between themselves and others. (Understanding the world: People &amp; Communities)</li> <li>• Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes. (Understanding the World: The World)</li> </ul> <p><b>Development Matters (2012)</b></p>
<b>Key Stage 1 (Year 1 &amp; 2)</b>	<p><b>Key Stage 1 (age 5-7 years) - Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)</li> <li>• Notice that animals, including humans, have offspring which grow into adults. (Year 2)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)</li> </ul>
<b>Lower key Stage 2 (Year 3 &amp; 4)</b>	<p><b>Lower Key Stage 2 (age 7-9 years) - Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Year 3)</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans (Year 4)</li> <li>• Identify the different types of teeth in humans and their simple functions (Year 4)</li> </ul>
<b>Upper Key Stage 2 (Year 5 &amp; Year6)</b>	<p><b>Upper Key Stage 2 (age 9-11 years) - Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Year 5)</li> <li>• Describe the life process of reproduction in some plants and animals. (Year 5)</li> <li>• Describe the changes as humans develop to old age. (Year 5)</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Year 6)</li> </ul>

<p><b>Key Stage 3</b> <b>(Year 7, Year 8 &amp; Year 9)</b></p>	<p><b>Key Stage 3 (ages 11-14 years) – Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Describe the functions of cells</li> <li>• Describe the structure and functions of the human skeleton</li> <li>• Describe the functions of human muscles</li> <li>• Describe the content of a healthy human diet and explain the consequences of imbalance within the diet</li> <li>• Explain the human digestive system</li> <li>• Describe the mechanism of breathing</li> <li>• Explain the impact of exercise and smoking on the human body</li> <li>• Describe the structure and function of the male and female reproductive organs, menstrual cycle, fertilisation and birth</li> <li>• Describe reproduction in plants</li> <li>• Explain the effects of recreational drugs</li> <li>• Describe respiration processes in humans</li> <li>• Describe the processes by which genetic information is transmitted from one generation to the next</li> </ul>
<p><b>Key Stage 4 / GCSE</b> <b>(Year 10 &amp; Year 11)</b></p>	<p><b>Key Stage 4 (ages 14-16 years) – Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Explain how cells enable life processes to be performed effectively</li> <li>• Explain the process of evolution by natural selection</li> <li>• Explain the importance of respiration processes</li> <li>• Explain the relationship between the functions of the human circulatory system</li> <li>• Explain the relationship between health and disease</li> <li>• Describe communicable diseases included sexually transmitted diseases in humans</li> <li>• Explain how the human body defends against bacteria and viruses</li> <li>• Explain the impact of lifestyle factors on illness</li> <li>• Describe the human nervous system</li> <li>• Explain the role of hormones in human reproduction</li> <li>• Describe hormonal and non-hormonal methods of contraception</li> <li>• Explain the process of sex determination in humans</li> <li>• Explain the importance of selective breeding of plants and animals in agriculture</li> <li>• Describe the uses of gene technology including the ethical considerations</li> </ul>

## **What is our position regarding sex education in the primary section?**

In the primary section, sex education refers to Human Reproduction.

Department for Education guidance (2019) recommends that all primary schools 'have a sex education programme' tailored to the age and the physical and emotional maturity of the pupils'. This is to ensure that boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

However, sex education is not compulsory in primary schools and parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.

In addition to statutory science and the new statutory Relationships and Health Education we will be delivering Relationship and Sex Education lessons to pupils in Years 5 and 6. These lessons will cover age appropriate elements of sex education including conception, pregnancy and birth.

The PSHE lessons that teach this are within the 'Changing me' unit for Years 5 and 6.

We feel that these lessons are important because they address many of the questions that children have and are taught in the context of healthy adult relationships.

Parents and carers of Year 5 and 6 children are informed of the lessons which take place. These are usually in the summer term. We will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons. We kindly ask parents and carers to talk to their child's teacher and view the materials that will be used in the lessons, before making the decision to withdraw your child.

## **What will my child actually be taught about puberty and human reproduction in the primary section?**

The Changing Me unit is taught over a period of six weeks, usually in the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. At no point will a child be taught something that is inappropriate to their age and developmental stage. If a question from a child arises and the teacher feels it would be inappropriate to answer, the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's curriculum.



The Changing Me unit is all about coping positively with change and includes:

<b>Nursery / Reception (Ages 3-5)</b>	Growing up: how we have changed since we were babies
<b>Year 1, Ages 5-6:</b>	Boys' and girls' bodies; correct names for body parts.
<b>Year 2, Ages 6-7</b>	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
<b>Year 3, Ages 7-8</b>	How babies grow and how boys' and girls' bodies change as they grow older.
<b>Year 4, Ages 8-9</b>	Internal and external reproductive body parts. Introduction to puberty and menstruation
<b>Year 5, Ages 9-10</b>	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. <b>Conception explained in simple biological terms.</b>
<b>Year 6, Ages 10-11</b>	Puberty for boys and girls revisited. <b>Understanding conception to the birth of a baby.</b> Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

The lessons in bold are the sex education lessons taught in Year 5 and Year 6.

## Sex Education – Secondary section

Department for Education guidance (2019) integrates Relationships and Sex Education at secondary school level. The outcomes relating to Sex Education include:

- the facts about reproductive health
- the facts about the full range of contraceptive choices
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

The Sex Education Forum offers the following definitions:

'Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.'

'Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.'

*(Sex Education Forum, 2020)*

Whitefriars school agrees with and accepts this Sex Education Forum definition of Relationships and Sex Education.

Our aim is to provide young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. This will enable them to know what a healthy relationship looks like. This information includes contraception, developing intimate relationships and resisting pressure (and not applying pressure) to have sex. Our aim is to teach what is acceptable and what is unacceptable behaviour in relationships and to support people, throughout life, to develop safe, fulfilling and healthy sexual relationships at the appropriate time.

Our aim is to help pupils understand the benefits of healthy relationships to their mental wellbeing and self-respect.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every section of the programme a variety of teaching and learning styles are used.

### **When is Sex Education taught in the Secondary section?**

Our curriculum makes it possible to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid below shows the unit and time where the outcomes relating to Sex education are covered:

<b>Outcome:</b>	<b>Year 7:</b>	<b>Year 8:</b>	<b>Year 9:</b>	<b>Year 10:</b>	<b>Year 11:</b>
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		Changing Me (lesson 4 – half term 6)	Relationships (lesson 3 – half term 4)	Relationships (lesson 2 – half term 2)	
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Changing Me (lesson 1 – half term 5)	Relationships (lesson 4 – half term 5)  Changing Me (lesson 5 – half term 6)	Relationships (lessons 1 and 2 – half term 4)	Celebrating Difference (lessons 4 and 6 – half term 6)  Relationships (lessons 2 and 5 – half term 2)	Being in my world (lessons 1 and 2 – half term 1)  Healthy me (lessons 3 and 5 – half term 4)  Relationships (lessons 5 and 6- half term 3)
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Changing Me (lesson 3 – half term 5)	Changing Me (lessons 5 and 6 – half term 6)	Being in my world (lesson 1 – half term 1)  Relationships (lesson 2 – half term 4)	Dreams and goals (lesson 2 – half term 4)  Relationships (lesson 3 – half term 2)	Healthy Me (lessons 2,3 and 5 – half term 4)
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			Relationships (lesson 4 – half term 4)		Healthy Me (lessons 2 and 4 – half term 4)
the facts about the full range of contraceptive choices, efficacy and options available.			Relationships (lesson 4 – half term 4)		Healthy Me (lesson 4 – half term 4)
the facts around pregnancy including miscarriage.	Changing Me (lesson 2 – half term 5)				Healthy Me (lesson 4 – half term 4)
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Changing Me (lesson 2 – half term 5)				Healthy Me (lessons 4 and 6 – half term 4)
how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.				Healthy Me (lesson 6 – half term 3)	Healthy Me (lessons 2 and 4 – half term 4)
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			Relationships (lesson 5 – half term 4)	Healthy Me (lesson 6 – half term 5)	Healthy Me (lesson 3 – half term 4)
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing me (lesson 5 – half term 5)		Relationships (lesson 5 – half term 4)		Healthy Me (lesson 6 – half term 4)  Relationships (lesson 4 – half term 3)

## How does PHSE fit our Federation moral and values framework?

Our PHSE, RHE and RSE curriculum will be delivered within the school's agreed aims, values and moral framework and within the school's agreed equal opportunities framework.

Relationship and Sex Education supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

PSHE will, as far as possible, support the importance of stable relationships for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation



***Article 3: Everyone who works with children should always do what is best for each child***

## How does this policy inform the school's Equalities policy?

Schools have a duty to uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under

which sexual orientation and gender reassignment are amongst the protected characteristics...”

We promote the principles of fairness and justice for all through the education that we provide in our school. Each member of staff involved in the delivery of PSHE does so in line with the Teacher Standards and in accordance with the school’s Staff Code of Conduct.

Each member of staff delivering PSHE has an understanding that:

- Different faiths and beliefs should be respected, accepted, and celebrated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

Some children may have a different structure of support around them (for example: looked after children or young carers)



**Article 29: Your right to become the best that you can be**

## **How are the needs of SEND pupils met?**

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

## **How does PSHE meet our duty to promote British values?**

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children’s spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. PSHE lessons at Whitefriars School, particularly in the Celebrating Difference units of work,

include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens.

### **How does this policy safeguard pupils and deal with bullying?**

Schools have a legal obligation to safeguard their pupils. In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and offline and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation.

Our PSHE lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this learning children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

### **How is pupil confidentiality supported?**

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.



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### **How will PSHE be monitored and assessed?**

The Head of PSHE and the Senior Leadership Team will be responsible for:

- Ensuring the policy and curriculums are implemented as agreed
- Recommending targets for whole school development

The curriculum will be reviewed year on year and take into account updates from the government as well as the Health Education Partnership.

## **What are the Teachers' responsibilities?**

To reassure parents/carers, pupils and directors that the personal beliefs and attitudes of teachers will not influence the teaching of PSHE. All those contributing to the programme are expected to work within the aims listed above. In addition to this all teachers abide by the Qualified Teacher Standards and in line with our own Heathland Whitefriars Federation Code of Conduct.

## **How will staff be trained?**

It is important that staff delivering PHSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective lessons. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD and external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

## **How does the school engage with parents and carers?**

The new statutory requirements for Relationship and Health Education are expected to be in place by the summer term of 2021 following a period where we will have consulted with parents on the curriculum that we will deliver and this policy which informs that curriculum including our response to sex education.

Following the adoption of this new policy, on entry to the school, parents and carers will be invited to read the PHSE policy which includes the statutory requirements and our policy on sex education. This helps to establish consultation and a partnership with parents. Parents and carers will be kept informed about the content of the programme and will be able view any of the resources the school uses.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear via the school website
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By communicating to the parents of children the relevant Sex Education lessons that are taught

By enabling parents to view resources from the sex education curriculum.

## **How does the school engage with the rights of parents and carers to withdraw from sex education?**

Up until September 2020 parents have had a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

From September 2020 parents will have the right to withdraw their child from Sex Education. Parents have a right to withdraw their child from the 'sex education' elements of Relationships and Sex Education lessons.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education. Schools should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should decide to provide the child with sex education during one of those terms.

If a parent or carer wishes their child to be withdrawn from Sex Education we ask that they discuss it with their child's class teacher or form tutor initially. We very much hope following this meeting and a review of the lessons and resources that you will be happy for your child to take part.

If however you need to discuss further a form (Appendix A) will need to be completed and an appointment will be made with a senior member of staff to discuss your concerns.

## **How are pupils' questions answered?**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Questions from pupils will be addressed and dealt with in the most appropriate manner and only questions that are age appropriate will be dealt with and answered.

## **How is this PSHE policy reviewed?**

The Senior Leadership Team and the Directors of the Federation monitor this policy on a regular basis. The Head of PSHE is responsible for updating the policy as required, including any DfE legislation and updates.



## Relationships Education in Primary Schools – How does our curriculum (based on the Jigsaw programme) meet the requirements of the DfE Guidance 2019?

	<b>Pupils should know:</b>	<b>Our curriculum:</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>

<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Changing Me Celebrating Difference</p>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Changing Me Celebrating Difference</p>

## Health Education in Primary Schools – How does our curriculum (based on the Jigsaw programme) meet the requirements of the DfE Guidance 2019?

	Pupils should know:	Our curriculum:
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Healthy Me Relationships Changing Me Celebrating Difference</p>

<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Relationships Healthy Me</p>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the unit:</p> <p>Healthy Me</p>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the unit:</p> <p>Healthy Me</p>
<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the unit:</p> <p>Healthy Me</p>

<p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the unit:</p> <p>Healthy Me</p>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the unit:</p> <p>Healthy Me</p>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the units:</p> <p>Changing Me Healthy Me</p>

## Relationships and Sex Education in Secondary Schools – How does our curriculum (based on the Jigsaw programme) meet the requirements of the DfE Guidance 2019?

<b>Families</b>	
that there are different types of committed, stable relationships.	Being in my world: Year 7/11 Relationships: Year 7/8/10/11 Changing me: Year 7/8/10 Dreams and goals: Year 11
how these relationships might contribute to human happiness and their importance for bringing up children.	Relationships: Year 9/10/11 Changing me: Year 7/8/10 Being in my world: Year 10/11 Dreams and goals: Year 11
what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Changing me: Year 7/10 Being in my world: Year 8/11 Relationships: Year 10 Dreams and goals: Year 11
why marriage is an important relationship choice for many couples and why it must be freely entered into.	Being in my world: Year 8/11 Relationships: Year 10 Changing me: Year 10 Dreams and goals: Year 11
the characteristics and legal status of other types of long-term relationships.	Changing me: Year 7/8/10 Relationships: Year 10 Being in my world: Year 11 Dreams and goals: Year 11
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Changing me: Year 7 Dreams and goals: Year 11
how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	Being in my world: Year 7/8/9/10 Relationships: Year 8/10/11 Changing me: Year 8/10 Celebrating difference: Year 9 Dreams and goals: Year 11
<b>Respectful relationships, including friendships</b>	
the characteristics of positive and healthy friendships, in all contexts including online, such as: consent, trust, respect, honesty, kindness, generosity, boundaries, privacy and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Being in my world: Year 7/8/9/10 Relationships: Year 7/8/9/10/11 Celebrating difference: Year 8/9/10 Changing me: Year 8/10 Dreams and goals: Year 10/11
practical steps they can take in a range of different contexts to improve or support respectful relationships	Being in my world: Year 7/8/9/10/11 Celebrating difference: Year 7/9/10

	Relationships: Year 7/8/10/11 Dreams and goals: Year 10/11 Changing me: Year 10
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	Celebrating difference: Year 7/8/9/10 Being in my world: Year 7/11 Dreams and goals: Year 9 Relationships: Year 9/11 Changing me: Year 9/10
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	Celebrating difference: Year 7/8/9 Relationships: Year 7/8/10/11 Being in my world: Year 8/9/10 Changing me: Year 8/10 Dreams and goals: Year 9
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Celebrating difference: Year 7/8/9 Relationships: Year 8/10/11 Being in my world: Year 9/10
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Relationships: Year 8/9/10/11 Being in my world: Year 9/11 Celebrating difference: Year 9/10
what constitutes sexual harassment and sexual violence and why these are always unacceptable	Relationships: Year 10/11 Healthy me: Year 11
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Celebrating Difference: Year 7/8/9/10 Being in my world: Year 8/11 Dreams and goals: Year 9 Relationships: Year 10/11
<b>Online and media</b>	
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Being in my world: Year 7/9/11 Relationships: Year 7/8/10/11 Changing me: Year 7/8 Dreams and goals: Year 8/10 Celebrating difference: Year 9
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	Being in my world: Year 7/9/10/11 Relationships: Year 7/8/9/10 Dreams and goals: Year 8/10 Celebrating difference: Year 9
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Being in my world: Year 7/10/11 Relationships: Year 8 Changing me: Year 8
what to do and where to get support to report material or manage issues online	Being in my world: Year 7/10/11 Dreams and goals: Year 8/11

	Changing me: year 8 Celebrating difference: Year 9 Relationships: Year 11
the impact of viewing harmful content	Being in my world: Year 7/10/11 Dreams and goals: Year 8 Changing me: Year 8 Relationships: Year 9/10
that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	Changing me: Year 8/11 Relationships: Year 9/10
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Changing me: Year 8/11 Relationships: Year 9/10 Being in my world: Year 10
how information and data is generated, collected, shared and used online	Being in my world: Year 7/10 Relationships: Year 8
<b>Being safe</b>	
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	Relationships: Year 7/8/9/10/11 Changing me: Year 7/8/11 Being in my world: Year 9 Celebrating difference: Year 10 Healthy me: Year 11
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online	Relationships: Year 7/8/9/10/11 Being in my world: Year 9/11 Healthy me: Year 11
<b>Intimate and sexual relationships, including sexual health</b>	
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	Relationships: Year 7/8/9/10/11 Changing Me: Year 7/8/10 Being in my world: Year 9/10 Dreams and goals: Year 10
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing	Changing me: Year 7/8 Relationships: Year 9/10 Dreams and goals: Year 10 Healthy me: Year 11
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause	Changing me: Year 7 Relationships: Year 9 Healthy me: Year 11
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	Being in my world: Year 7/9 Relationships: Year 7/8/9/10/11 Dreams and goals: Year 9 Healthy me: Year 11



that they have a choice to delay sex or to enjoy intimacy without sex	Changing me: Year 7/8 Relationships: Year 9/10/11 Being in my world: Year 11
the facts about the full range of contraceptive choices, efficacy and options available	Relationships: Year 9 Healthy me: Year 11
the facts around pregnancy including miscarriage	Changing me: Year 7 Healthy me: Year 11
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	Changing me: Year 7 Relationships: Year 9 Healthy me: Year 11
how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	Relationships: Year 9 Healthy me: Year 10/11
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Relationships: Year 9 Healthy me: Year 10/11
how the use of alcohol and drugs can lead to risky sexual behaviour	Changing me: Year 8 Being in my world: Year 9/10 Healthy me: Year 9/10/11
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Changing me: Year 7 Being in my world: Year 9 Relationships: Year 9/11 Healthy me: Year 11

**Health Education in Secondary Schools – How does our curriculum (based on the Jigsaw programme) meet the requirements of the DfE Guidance 2019?**

<b>Mental wellbeing</b>	
how to talk about their emotions accurately and sensitively, using appropriate vocabulary	Being in my world: Year 7/8/9/10 Celebrating difference: Year 7/8/9/10 Healthy me: Year 7/8/9/10/11 Relationships: Year 8/9/10/11 Changing me: Year 8/9/10 Dreams and goals: Year 9/11
that happiness is linked to being connected to others	Being in my world: Year 7/8/9/10 Celebrating difference: Year 7/8/9/10 Relationships: Year 7/8/9/10/11 Changing me: Year 7/8/10 Dreams and goals: Year 10/11 Healthy me: Year 10
how to recognise the early signs of mental wellbeing concerns	Healthy me: Year 7/10 Dreams and goals: Year 8/9/10/11 Healthy me: Year 8/11 Celebrating difference: Year 9/10 Changing me: Year 9/10 Relationships: Year 10/11
common types of mental ill health (e.g. anxiety and depression)	Healthy me: Year 7/8/10/11 Dreams and goals: Year 9/10/11 Changing me: Year 9/10 Being in my world: Year 10
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	Being in my world: Year 7/8/9/11 Dreams and goals: Year 7/8/9/10/11 Healthy me: Year 7 Relationships: Year 7/10/11 Changing me: Year 8/9/10 Celebrating difference: Year 9
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Healthy me: Year 7/8/10 Celebrating difference: Year 8 Changing me: Year 9 Dreams and goals: Year 10/11

<b>Internet safety and harms</b>	
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	Being in my world: Year 7/9/10/11 Relationships: Year 7/8/9/10/11 Dreams and goals: Year 8/9/10 Changing me: Year 8/10 Celebrating difference: Year 9
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	Being in my world: Year 7/9/10/11 Relationships: Year 7/8/10/11 Celebrating difference: Year 8/9/10
<b>Physical health and fitness</b>	
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	Healthy me: Year 7/8/10 Changing me: Year 9 Dreams and goals: Year 10/11
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	Healthy me: Year 7/8/9 Changing me: Year 9 Celebrating difference: Year 10 Dreams and goals: Year 10 Healthy me: Year 10
about the science relating to blood, organ and stem cell donation	Dreams and goals: Year 10 Healthy me: Year 10
<b>Healthy eating</b>	
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Healthy me: Year 8 Celebrating difference: Year 10 Dreams and goals: Year 10
<b>Drugs, alcohol and tobacco</b>	
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	Healthy me: Year 7/8/9/10 Being in my world: Year 9/11
the law relating to the supply and possession of illegal substances	Healthy me: Year 7/8/9/10 Being in my world: Year 9
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Healthy me: Year 7/8/9/10 Changing me: Year 8 Being in my world: Year 9/11
the physical and psychological consequences of addiction, including alcohol dependency	Healthy me: Year 7/9
awareness of the dangers of drugs which are prescribed but still present serious health risks	Healthy me: Year 7/9/10
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	Healthy me: Year 7/8/9/10

<b>Health and prevention</b>	
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	Healthy me: Year 8/10
(late secondary) the benefits of regular self-examination and screening	Healthy me: Year 10/11
the facts and science relating to immunisation and vaccination	Healthy me: Year 7/8
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	Healthy me: Year 7/8/9/10 Changing me: Year 9 Celebrating difference: Year 10 Dreams and goals: Year 10/11
<b>Basic first aid</b>	
basic treatment for common injuries	Being in my world: Year 11
life-saving skills, including how to administer CPR	Dreams and goals: Year 7 Healthy me: Year 9 Being in my world: Year 11
the purpose of defibrillators and when one might be needed	
<b>Changing adolescent body</b>	
key facts about puberty, the changing adolescent body and menstrual wellbeing	Changing me: Year 7/9/10
the main changes which take place in males and females, and the implications for emotional and physical health	Changing me: Year 7/9/10

## **Department for Education guidance**

Our PSHE policy fully incorporate all curriculum requirements set by the Department for Education.

Our PSHE policy is also informed by existing DfE guidance:

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools (advice for schools)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Our programme is aligned to the PSHE Association Programmes of Study for PSHE

## Parent request form for withdrawal from Sex Education within RSE

*To be completed by parent/carer*

Name of child		Class / Form	
Name of parent/carer		Date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / Carer signature			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
Agreed actions from discussion with parents and carers			
Name of member of staff:		Signature:	
		Date:	