

Relationship, Relationship and Sex Education and PSHE

This policy applies all pupils in the school, including in the EYFS



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Headmistress

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Lead/ DSL

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHCE) and Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} delivery.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

- 1.2.1 departmental review and feedback,
- 1.2.2 departmental training via the PSHE Association,
- 1.2.3 parent consultation,
- 1.2.4 student voice,
- 1.2.5 wellbeing surveys
- 1.2.6 ongoing feedback from pastoral teams.

1.3 PSHCE education provides a significant contribution to the schools' responsibility to:

- 1.3.1 promote children and young people's wellbeing
- 1.3.2 achieve the whole curriculum aims
- 1.3.3 promote community cohesion
- 1.3.4 provide careers education
- 1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of respect, responsibility, effort and empathy, which enhances emotional well-being. The PSHCE and RSE programme aims to develop:

- 1.4.1 Successful learners who enjoy learning, making progress and achieving
- 1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives
- 1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

- 1.5.1 Democracy & the rule of law
- 1.5.2 individual liberty
- 1.5.3 mutual respect
- 1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHCE) as well as through citizenship and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via email and the Student Handbook and the policy will be made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, [Relationship and Sex Education and Health Education curriculum](#) and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204) Please refer to Equal Opportunities Policy.

3 Roles and Responsibilities

3.1 From September 2020 PSHCE and RSE delivery across all of the School phases will be monitored by the Head of PSHCE and Pastoral Lead. Each phase has its own PSHCE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table shows who oversees the delivery of the PSHCE and RE/RSE curriculum and how it is implemented in practice in each phase of the school

Pre-Prep	Prep	Senior
Head of Junior Pastoral Lead	Pastoral Coordinator Head of Junior	Lead/PSCHE Pastoral Lead/PSHCE Coordinator
<ul style="list-style-type: none"> - Curriculum time delivered by class teachers - Use of [schools PSHCE scheme] as a source of PSHCE and RSE content and scope - PSHCE is taught through other subjects/curriculum areas e.g RS, IT, Science - PSHCE delivered through whole school and extended timetable activities e.g. assemblies - PSHCE enabled through specific projects e.g awareness days/weeks - through involvement in the life of the school and wider community - PSHCE through pastoral care and guidance 		<ul style="list-style-type: none"> - PSHCE Curriculum delivered by the Pastoral Lead in weekly timetabled lessons via a spiral programme - Weekly tutor periods addressing topical issues affecting young people - Assemblies addressing a range of PSHCE issues - through involvement in the life of the school and wider community - PSHCE through pastoral care
<p>Best Practice in PSHCE Education:</p> <p>Any new topic in PSHCE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects</p> <p>Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.</p> <p>Pupils will be reassured that the majority of young people make positive healthy lifestyle choices.</p> <p>Pupils are helped to make connections between PSHCE education and their 'real life' experiences, including online contexts.</p> <p>The curriculum is designed around online presence and social media will link to our e-safety and safeguarding policy.</p>		

5 Safe and Effective Practice

5.1 PSHCE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHCE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy**

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHCE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHCE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

Pre-Prep	Prep
Head of Prep/Pastoral Lead	Head of Junior School Pastoral Lead
Pastoral Lead	Science co-ordinator
<p>The focus during Relationship Education in Prep focuses on:</p> <ul style="list-style-type: none"> - the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults; - differences in families and their structure and respect for the individual circumstances of families <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> - physical health and mental well being - the balance of online and other activities - emotion and the ability to express emotions <p><i>[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after Para 62]</i></p> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at The Webber Independent School.</p>	

Senior	
PSHCE department led by the Pastoral Lead	
Coordination with Heads of Science	
<p>The aim of RSE in Senior School is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).</p> <p>It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support. It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.</p> <p>It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.</p> <p><i>[Further guidance and detail of what Secondary pupils need to achieve by the end of Y11 are available in Para 69 - 82 and the table]</i></p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)</p>	

9 Managing difficult questions:

Teachers will use the following strategies:

- If necessary, distancing techniques can be used to answer questions e.g. "I read that/I saw on television/that research suggests that...."
- Questions can also be "parked" if it is not appropriate to answer it immediately. Go away, research, speak to the DSL and come back with an answer.
- If there is a question you don't feel is appropriate to answer in a whole class setting because of age appropriateness or concerns about safeguarding – then say to the class that if anyone hasn't had their questions answered they should come and speak to you after class. They may not, but it is important that you offer to answer all their questions. Follow the safeguarding policy if you have any concerns.
- It is very important not to make fun of a student's question, or allow any other students to do so, as that will make the student asking the question feel silly and less likely to ask questions in future. Even if it is a comedy question, and since students are all at different stages of development then people's questions will all be different and should all be answered equally.
- Some students may occasionally ask personal questions about the private life of the teacher or other students – firmly and pleasantly refer them back to the ground rules – that personal lives are not disclosed.
- Finally, always answer questions appropriately to the level that is being taught. A question won't be answered above the learning level agreed within the scheme of work of the class. This is true of teaching in most subjects.

10 Parents' right to withdraw their child

10.1 Parents/carers will not be able to withdraw their child from relationships education in Prep School or Secondary School

10.2 At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

10.2.1 Before granting such a request, the Headmistress will meet with parents/carers and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The School will respect the parents' request to withdraw the pupil except in exceptional circumstances. The Webber Independent School will respect the parent's request to withdraw the child, up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

The process is the same for pupils with SEND. However there may be exceptional circumstances where the headmistress may want to take a pupil's specific needs arising from their SEND into account when making the decision.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

11 Intended Outcomes

11.1 As a result of our PSHCE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHCE and Relationship Education (Prep – up to Y6) and Relationship and Sex Education (Senior) provision will be evaluated through: annual governance in the spring term and an annual programme review in Term 3. In addition, in the secondary school through Department meetings and examinations/assessments/Pastoral meetings.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHCE and RSE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding Team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services out of school and offered appropriate support.

15 Outside Speakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made according

Appendix 1 - Prep school RE/PSHCE/RSE Programme resources used are taken from common sense media, twinkl, PSHE association, NSPCC, Anti Bullying Alliance,

PSHCE
Overview

EYF S	Key Stage 1
<p><u>PSHCE</u></p> <p>Autumn Term</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Starting School • Settling In • School rules and routines • Understanding Feelings and Emotions • Understanding Personal Hygiene • Keeping Safe • People who look after us • Healthy Eating <ul style="list-style-type: none"> • Guy Fawkes/Diwali • Remembrance Day • Christmas Nativity • Anti-Bullying Week <p>Spring Term</p> <p>Relationships</p> <ul style="list-style-type: none"> • Feelings • Special People • Behaviour • Fair and Unfair • Kind and Unkind 	<p><u>PSHCE</u></p> <p>Autumn Term</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Settling In • Transitions and starting a new year • Setting Goals • Understanding Feelings and Emotions • Solving Arguments • Personal Hygiene • Keeping Safe • People who look after us <ul style="list-style-type: none"> • Harvest Festival • Guy Fawkes/Diwali • Remembrance Day • Christmas Nativity • Anti-Bullying Week <p>Spring Term</p> <p>Relationships</p> <ul style="list-style-type: none"> • Feelings and how to deal with them • Behaviour and how it affects others • Special People • How bodies and feelings can be hurt

- Right and Wrong
- How bodies and feelings can be hurt (NSPCC Pants)
- Listening and playing cooperatively
- Similarities and differences between people
- Safer Internet Week
- Big Bird Watch
- Chinese New Year

Summer Term

Living in the Wider World

- Needs of People
- Groups we belong to
- Environments
- Money and where it comes from

Digital Citizenship

Going Places/A-B-C Searching/Keep it Private/My creative Work

- Secrets and Surprises
- Appropriate and Inappropriate touching (NSPCC Pants)
- Listening and Resolving Conflict
- Right and Wrong
- Respecting similarities and differences
- Big Bird Watch
- Chinese New Year
- Safer Internet Week

Summer Term

Living in the Wider World

- Contributing to the classroom
- Responsibilities
- Groups and communities that we belong to
- Money and how it can be used

Digital Citizenship

Staying Safe Online Follow the digital trail/Screen out the mean/Using keywords/Sites I like

PSHCE PROGRAMME YEAR 3 Digital Citizenship: Yr3	YEAR4 Digital Citizenship: Yr4	YEAR 5 Digital Citizenship Yr5	YEAR 6 Digital Citizenship Yr6	ECA
<p>Keeping it Private</p> <p>Online Searching</p> <p>Creative work and Credit</p> <p>Sending Emails – online communication</p> <p>Staying safe online</p> <p>Digital footprints</p> <p>Cyberbullying</p> <p>PSHCE</p> <p>New Class worries and fears</p> <p>Friends</p> <p>Harvest around the world</p> <p>Anti-Bullying week – Change Starts with Us</p> <p>New Years' Resolutions</p> <p>Healthy Eating and exercise (science)</p> <p>Keeping safe (looking after and protecting our bodies/FGM)</p>	<p>Rings of Responsibility</p> <p>Private and Personal Information</p> <p>The Power of Words</p> <p>Responsibility for being a digital citizen</p> <p>Which information to keep private</p> <p>Using keywords when searching</p> <p>PSHCE</p> <p>Banter</p> <p>Golden rules</p> <p>Mediation(Solving conflict on the playground)</p> <p>Emergency services and what to do in an emergency</p> <p>Caring for the elderly</p> <p>Supporting children's needs</p> <p>Friendships</p> <p>Anti-Bullying Week - Change Starts with us</p>	<p>The key to key words</p> <p>Whose is it anyway?</p> <p>Strong passwords</p> <p>You've won a prize</p> <p>How to cite a site</p> <p>Picture perfect</p> <p>Talking safely online</p> <p>Cyberbullying</p> <p>Selling stereotypes</p> <p>PSHCE</p> <p>Choosing class rules</p> <p>Puberty (FGM)</p> <p>Class Rules</p> <p>Goals for the Year</p> <p>Personal Hygiene</p> <p>To develop an understanding of anger</p> <p>FBV – Remembrance and the significance of the poppy</p> <p>Anti-bullying - Change Starts with us</p>	<p>What's cyberbullying?</p> <p>Super Digital Citizen</p> <p>Talking safely online (includes radicalisation)</p> <p>PSHCE</p> <p>Identities</p> <p>Human rights</p> <p>Keeping healthy including mental health, alcohol and drugs</p> <p>Sex and relationships</p> <p>Culture (FBV)</p> <p>Freedom</p> <p>Rules</p> <p>Rights and responsibilities</p> <p>Democracy (FBV)</p> <p>One World-global citizenship</p> <p>Anti-Bullying Week - Change Starts with Us</p>	<p>Weekly assemblies</p> <p>Visit from local police</p> <p>Visit by local fire brigade</p> <p>Newsround BBC</p> <p>NSPCC talk</p> <p>Remembrance celebration with school cadets</p> <p>Safer Internet week and activities</p>

Appendix 2 - Senior School - RSE and PSHCE – Programme Resources used are from Hodder Education, PSHCE Education for KS3 and KS4, Collins Your life 1-5 books, PSHCE Association, Barclays Bank life skills programme, Brook Advisory Service, Thames Valley Police, Anti Bullying Alliance, Child.net, NSPCC, saferinternet.org and Think u know.

PSHCE		Year Group 7		No. of lessons/wk 1		No. of h/w/wk		Staff MCH
Term	Topics (knowledge) covered	PLTS (skills) covered	Assessment Summative	Assessment Formative	Assessment Formal	Assessment Informal	Assessment Practical/oral	Assessment Written
1	<p>Health and wellbeing, Relationships, Living in the wider world</p> <p>What is PSHCE education? Why is it important?</p> <p>Establish rules and homework timetable- organisation/ sleep/work life balance Confidence and self-esteem building, peer on peer abuse, serious violence/county lines Fundamental British Values/Prevent</p> <p>School rules and authority - pupils write out a guide to the senior school rules etc Prioritising bad behaviour and rules in society (rule of the law)</p> <p>Teamwork challenge</p>	<p>Creative thinkers</p> <p>Communication</p> <p>Team workers</p> <p>Self manager</p> <p>Independent enquirer</p> <p>Group work/ communication</p> <p>Reflective learner</p>		<p>Group work activity</p> <p>Peer assessment/ self assessment</p>		<p>group work oral assessment</p>	<p>Class contributions</p> <p>Group work</p>	<p>h/w schedule</p> <p>Guide to senior school</p>
2	<p>Bullying (mutual respect)</p> <p>Assessing risk online/online safety/sexting/upskirting and the law.</p> <p>Understanding how bullying affects people (Equality Act 2010) Disabilities</p> <p>How to communicate better/ work with others</p> <p>Rights and responsibilities at home/in society.</p> <p>Write a letter to a year 6 pupil about what it is like in the secondary school/ support/challenges</p> <p>Term self evaluation/ target setting</p>	<p>Creative thinkers</p> <p>Self manager</p> <p>Reflective learner</p> <p>Team workers</p> <p>Communication</p> <p>Independent enquirer</p>	<p>Self evaluation</p>	<p>Role play</p> <p>Peer/ self assessment</p>	<p>Self evaluation</p>	<p>Role play</p> <p>Peer/self assessment</p> <p>Informal letter</p>	<p>Role play</p>	<p>Informal letter</p>

3	<p>What is health? How do we keep healthy? Including FGM (eating disorders/mental health) Smoking/Drugs The body (body image) Health and nutrition/ Eating disorders/ Physical activity Hygiene Keeping healthy/ choices (mental health)</p>	<p>Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners</p>	Food plan	Pupil definitions		Pupil definitions		Pupil definitions
4	<p>You and your feelings (self knowledge) managing emotions/coping strategies vs unhealthy coping strategies. You and the media/ risks and dangers Media impact Design your own advert Present your advert to the group as an PSHCE educational tool - topic</p>	<p>Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners</p>		<p>storyboard</p> <p>Peer assessment /self assessment</p>	speech	<p>Self evaluation</p> <p>Storyboard</p> <p>How to web page</p>	<p>Peer assessment / self assessment</p>	<p>Self evaluation</p> <p>Storyboard</p> <p>Peer assessment</p>
5	<p>You and your money First aid, lifesaving, CPR Being a good member of the family/neighbour/ member of the community How to revise? Design a revision test and answer worksheet</p>	<p>Team workers Creative thinker Team workers Self manager Independent enquirer Group work/comm Reflective learner</p>		<p>Quiz Group work</p> <p>Revision sheet</p>		<p>Quiz</p> <p>Revision sheet</p>	Group work	<p>Quiz</p> <p>Revision sheet Questions and answer</p>
6	<p>Children's rights Beliefs, customs and festivals - tolerance/respect for own and other cultures Raising money for charity Global issues - resources, waste and recycling PSHE end of term test Write your own school report and set targets for the following year.</p>	<p>Effective participants group work Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners Self managers</p>	<p>End of term test End of term report</p>	<p>Contribution to role play</p> <p>self assessment</p>	End of term test	<p>Contribution to role play</p> <p>Self assessment</p>		<p>Contribution to role play</p> <p>End of term test and report</p>

Subject PSHCE		Year Group 8		No. of lessons/wk 1		No. of h/w/wk		Staff MCH
Term	Topics (knowledge) covered	PLTS (skills) covered	Assessment Summative	Assessment Formative	Assessment Formal	Assessment Informal	Assessment Practical/oral	Assessment Written
1	<p>Organisation and targets Leisure time, positive use of it.</p> <p>You and your values and ambitions (Fundamental British Values)</p> <p>What is a friend? What does it mean to me? Peer on peer abuse/conflict peer on peer abuse, serious violence/county lines</p> <p>Contributing to family life</p> <p>Awareness of divided families</p> <p>Relationships, separation and divorce, managing challenges</p>	<p>Creative thinkers</p> <p>Communication</p> <p>Team workers Self manager</p> <p>Independent enquirer</p> <p>Group work/ communication</p> <p>Reflective learner</p>		<p>Group work activity</p> <p>Peer assessment/ self assessment</p>		<p>group work oral assessment</p>	<p>Class contributions</p> <p>Group work</p>	<p>h/w schedule</p> <p>Guide to senior school</p>
2	<p>Gangs? Influence of friends/peer pressure/radicalisation</p> <p>Studying other religions and beliefs (tolerance and respect)</p> <p>How are they different?/what do they celebrate?/who do they worship?/ How does their religion impact on their daily lives?</p> <p>Research project</p>	<p>Creative thinkers Self manager</p> <p>Reflective learner Team workers</p> <p>Communication</p> <p>Independent enquirer</p>	<p>Self evaluation</p>	<p>Role play</p> <p>Peer/ self assessment</p>	<p>Self evaluation</p>	<p>Role play</p> <p>poster</p> <p>Self evaluation</p>	<p>Role play</p> <p>Poster</p>	
3	<p>You and the law</p> <p>Alcohol and drinking</p> <p>You, the law and the police (right and wrong civil and criminal law)</p> <p>Quiz on alcohol</p> <p>Drugs and the law</p> <p>Drugs what are they and how do you cope with pressure?</p> <p>Create a poster on drugs persuasive</p>	<p>Effective participants</p> <p>Creative thinkers</p> <p>Team workers</p> <p>Reflective learning</p> <p>Independent inquirers</p> <p>Reflective learners</p>	<p>Advice sheet</p>	<p>Quiz</p>	<p>Advice sheet</p>	<p>Quiz</p> <p>Peer assessment poster</p>		<p>Quiz</p> <p>Advice sheet</p> <p>Self/peer assessment</p>
4	<p>How to stand up to peer pressure, upskirting,</p> <p>Who do you look up to and admire?</p> <p>Emotional health and wellbeing What influences you? Support and information</p> <p>Relationship education</p>	<p>Effective participants</p> <p>Creative thinkers</p> <p>Team workers</p> <p>Reflective learning</p> <p>Independent inquirers</p> <p>Reflective learners</p>		<p>Peer assessment /self assessment</p>		<p>Self evaluation Group discussion</p>	<p>Group discussion</p> <p>Peer assessment / self assessment</p>	<p>Self evaluation</p> <p>Peer assessment</p>

	Commitment/ what's all the fuss?			Quiz		Quiz		Quiz
5	<p>The school as a community Design a radio advert selling the schools strengths/self evaluation Pupils survival handbook, respect, rules and responsibility</p> <p>The local community, how am I affected and what impact can I have. Design a revision test PSHE end of term test</p>	<p>Team workers Creative thinker Team workers Self manager Independent enquirer Group work/ communication Reflective learner</p>	End of term test	<p>Radio advert Group work</p> <p>Revision sheet</p>	<p>Radio advert</p> <p>End of term test</p>	<p>Revision sheet</p>	<p>Radio advert peer and self assessment</p>	<p>Revision sheet Questions on</p>
6	<p>A citizen of the EU, laws, tolerance, democracy</p> <p>Take action on the local environment /Global issues</p> <p>Other cultures and lifestyles and religious beliefs</p> <p>Write your own school report and set targets for the following year.</p> <p>Career and future opportunities</p>	<p>Effective participants group work Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners Self managers</p>	End of term report	<p>Contribution to role play</p> <p>self assessment</p>		<p>Contribution to role play</p> <p>Self assessment</p>		<p>Contribution to role play</p> <p>End of term report</p>

\Subject PSHCE/CITIZENSHIP/RE		Year Group 9		No. of lessons/wk 1		No. of h/w/wk		Staff MCH
Term	Topics (knowledge) covered	PLTS (skills) covered	Assessment Summative	Assessment Formative	Assessment Formal	Assessment Informal	Assessment Practical/oral	Assessment Written
1	<p>Organisation and homework</p> <p>What values are important to you? Introduction to careers and self assessment, (self knowledge/conf)</p> <p>Getting to know yourself, home, school, hobbies etc</p> <p>How do you learn best, Key skills, what are they?</p> <p>What subjects do I enjoy and am I good at?</p>	<p>Creative thinkers</p> <p>Communication</p> <p>Team workers Self manager</p> <p>Independent enquirer</p> <p>Group work/ communication</p> <p>Reflective learner</p>		<p>Group work activity</p> <p>Peer assessment/ self assessment</p> <p>Group work self assessment</p>		group work oral assessment	<p>Class contributions</p> <p>Group work Self assessment</p>	<p>h/w schedule</p> <p>self assessment activities</p>
2	<p>What is a job advert? What is its purpose and how does it achieve it?</p> <p>Good and bad reasons to choose</p> <p>Discuss the options process</p> <p>Understanding the options booklet</p> <p>Planning for the future</p> <p>How business' operate (Equality Act 2010)</p>	<p>Creative thinkers Self manager</p> <p>Reflective learner</p> <p>Team workers</p> <p>Communication</p> <p>Independent enquirer</p>	Self evaluation	<p>Job advert</p> <p>Peer/ self assessment</p>	Self evaluation	<p>Job advert</p> <p>Group work</p> <p>Self evaluation</p>	Group work	Job advert
3	<p>You and your decisions, being assertive and aggressive)</p> <p>What is a friend? prioritise consequences of bad behaviour and influence of friends/relationships sexual harassment/upskirting.(Criminal and civil law right and wrong)</p> <p>Managing my emotions, relationships breakdown/bereavement</p> <p>Me as a consumer /How enterprising am I?</p>	<p>Effective participants</p> <p>Creative thinkers Team workers</p> <p>Reflective learning</p> <p>Independent inquirers</p> <p>Reflective learners</p>	<p>Advice sheet</p> <p>Group work presentation</p>	Quiz	Advice sheet	<p>Quiz</p> <p>Peer assessment</p> <p>Group work presentation</p>	Group work presentation	<p>Quiz</p> <p>Advice sheet</p> <p>Self/peer assessment</p> <p>Group work presentation</p>
4	<p>Consider consequences/Peer pressure and passive and assertive behaviour,</p> <p>Peer on peer abuse/ forced marriage/honour based violence</p> <p>You and the law, crime and punishment. (Criminal and civil law right and wrong, Democratic process)Punishment and reward systems</p> <p>Debate on crime and punishment</p>	<p>Effective participants</p> <p>Creative thinkers Team workers</p> <p>Reflective learning</p> <p>Independent inquirers</p> <p>Reflective learners</p>		<p>Peer assessment /self assessment</p> <p>Debate</p>		<p>Self evaluation Group discussion</p> <p>Debate</p>	<p>Group discussion</p> <p>Peer assessment / self assessment</p> <p>Debate</p>	<p>Self evaluation</p> <p>Peer assessment</p>

	How religions show, celebrate views, values and beliefs							
5	Racism, prejudice and discrimination, serious violence/county lines. (Tolerance, respect and the law) Ways of banking and saving Power of the press on our perceptions - relationships Health - exercise/ sleep/ cancer prevention How to revise/Design a revision test PSHE end of term test	Team workers Creative thinker Team workers Self manager Independent enquirer Group work/ communication	End of term test	Role play Revision sheet	Radio advert End of term test	Revision sheet	Role play peer and self assessment	Revision sheet
6	Politics (Democracy) A citizen of the world and poverty You and your family/relationships/pressures/stress Eating disorders/self harm Brook Advisory talk -Relationships and what is important, Safer sex, STI's, consent/harassment/violence School report set targets	Effective participants group work Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners Self managers	End of term report	Contribution group discussion self assessment		Contribution to group discussion Self assessment		Contribution to group discussion End of term report

Subject PSHCE/CITIZENSHIP/RE		Year Group 10		No. of lessons/wk 1		No. of h/w/wk		Staff MCH
Term	Topics (knowledge) covered	PLTS (skills) covered	Assessment Summative	Assessment Formative	Assessment Formal	Assessment Informal	Assessment Practical/oral	Assessment Written
1	Appraisal and target setting Confidence and self esteem Developing your own identity Managing your emotions/dealing with challenge/change/divorce/ leaving home, bereavement Respecting other people's views and opinions/peer on peer Impact of religion on life, beliefs, festivals and discrimination/ mutual tolerance and respect	Creative thinkers Communication Team workers Self manager Independent enquirer Group work/ communication Reflective learner		Group work activity Peer assessment/ self assessment Group work self assessment		group work oral assessment	Class contributions Group work Self assessment	Coursework schedules self assessment activities
2	Coursework, revision, deal with exam stress appropriately Targets for improvement Write a personal statement Write a job advert job application process CV, letter of application and Job application form. Interview questions and interviews/Survival guide	Creative thinkers Self manager Reflective learner Team workers Communication Independent enquirer	CV Letter of application	Job advert Peer/ self assessment	Self evaluation	Job advert Group work Self evaluation	Group work	Job advert
3	Managing your money, budgeting, saving, financing business costs etc Enterprise challenge Relationships/friendships, priorities, marriage and partnerships, becoming a parent Relationships, STI's and the law Brook Advisory talk	Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners	Advice sheet Group work presentation	Quiz	Advice sheet	Quiz Peer assessment Group work presentation	Group work presentation	Quiz Advice sheet Self/peer assessment Group work presentation
4	HIV, Aids, design a poster Relationships Take responsibility for your own health and making the right choices. Alcohol, tobacco and drugs Sunbathing and tattoos	Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners		Peer assessment /self assessment Debate		Self evaluation Group discussion Debate	Group discussion Peer assessment / self assessment Debate	Self evaluation Peer assessment

	What are the effects and consequences? managing risk							
5	WORK EXPERIENCE Evaluation of key skills from W/E Government how it works Voting, election, democracy Local government, working for change pressure groups. Britain a diverse society and human rights.	Team workers Creative thinker Team workers Self manager Independent enquirer Group work/ communication Reflective learner	End of term test	Role play Revision sheet	Radio advert End of term test	Revision sheet	Role play peer and self assessment	Revision sheet
6	Social and moral dilemmas Rights and responsibilities, the law, serious violence/county lines, the law at work. Civil law, criminal law, the impact of religion crime and punishment and the youth justice system, serious violence/county lines Target setting for your future	Effective participants group work Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners Self managers	End of term report	Contribution group discussion self assessment		Contribution to group discussion Self assessment		Contribution to group discussion End of term report

Subject PSHCE/CITIZENSHIP/RE		Year Group 11		No. of lessons/wk 1		No. of h/w/wk		Staff
Term	Topics (knowledge) covered	PLTS (skills) covered	Assessment Summative	Assessment Formative	Assessment Formal	Assessment Informal	Assessment Practical/oral	Assessment Written
1	Appraisal and target setting Teamwork challenge Planning a coursework homework timetable Evaluate strengths and weaknesses Accepting others' differences, views and opinions Body image/self esteem	Creative thinkers Communication Team workers Self manager Independent enquirer Group work/ communication Reflective learner		Group work activity Peer assessment/ self assessment Group work self assessment		group work oral assessment	Class contributions Group work Self assessment	Coursework schedules self assessment activities
2	Trials and pressures you may face, house, job, finance You and your friends and family Banking, budgeting and saving Monthly income/outgoings Where you can turn for support; who they are and what they can do for you?	Creative thinkers Self manager Reflective learner Team workers Communication Independent enquirer		Job advert Peer/ self assessment	Self evaluation	Job advert Group work Self evaluation	Group work	
3	Mock Analysis and Target setting Revision techniques and time management Drugs and alcohol, long term, short term effects Watch videos on perceptions of preventing pupils from taking drugs Exam techniques	Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners	Advice sheet Group work presentation	Quiz	Advice sheet	Quiz Peer assessment Group work presentation	Group work presentation	Quiz Advice sheet Self/peer assessment Group work presentation
4	Sex and relationships Education Factors affecting relationships Making the right choices in relationships. Sexual violence, harassment, consent, upskirting Revision techniques and time management Interview Skills Make revisions to personal sr5statement and CV	Effective participants Creative thinkers Team workers Reflective learning Independent inquirers Reflective learners	CV Letter of application	Peer assessment /self assessment Debate		Self evaluation Group discussion Debate	Group discussion Peer assessment / self assessment Debate	Self evaluation Peer assessment Job advert

	Work out revision plans for Easter							
5	Revision techniques lesson Group revision time Individual revision time How to structure your study/exam time effectively How to approach exams and exam stress.	Team workers Creative thinker Team workers Self manager Independent enquirer Group work/ communication Reflective learner		Role play Revision sheet	Radio advert End of term test	Revision sheet	Role play peer and self assessment	Revision sheet
6	Examinations							