



**New Direction School**



## **PSHE and RSE Policy**

Reviewed Date:	Reviewed By:	List of changes	Next Review
Coon 2028	Nuke Cummins and Alidin Analson	<ul style="list-style-type: none"> <li>Re-Written to include updated guidance and changes to the PSHE Curriculum using the PSHE Association framework</li> </ul>	July 2039
August 2024	Adrian Anderson	<ul style="list-style-type: none"> <li>Reviewed with no changes</li> </ul>	August 2028

## Contents

1. [Policy Overview](#)
2. [Formulation, dissemination, monitoring and review of policy](#)
3. [What is PSHE?](#)
4. [Why PSHE is important at New Direction School](#)
5. [Key Objectives](#)
6. [Equality, Inclusion and Support](#)
7. [Right to withdraw from sex education:](#)
8. [Appendix](#)
  - a. [1. The Curriculum](#)
  - b. [2. Resources](#)
  - c. [3. Teaching and Learning](#)
  - d. [4. External speakers](#)
  - e. [5. Safe learning in PSHE](#)
  - f. [6. Staff training](#)
  - g. [7. Assessment and Review](#)
  - h. [8. Parents](#)
  - i. [9. Confidentiality, safeguarding and child protection](#)
  - j. [10. Menstrual wellbeing](#)

## 1. Policy Overview

This policy outlines New Direction's commitment to provide effective Relationships, Sex and Health Education for all learners in support of that offered by parents, who are the first educators of their children in this area.

It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2021 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

The PSHE teaching within New Direction School contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. PSHE is taught in a progressive, sequenced, age-appropriate manner.

## 2. Formulation, dissemination, monitoring and review of policy

In developing our policy and curriculum offer we have given due regard to the government's statutory guidance for PSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSE policy and curriculum will be reviewed annually by Senior Leadership. This review will be informed by student and staff evaluation of the programme.

## 3. What is PSHE?

PSHE is lifelong learning about physical, moral, and emotional development. Through PSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality, and sexual health. There is often concern that PSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSE are more likely to delay their first sexual activity and to use contraception when they do have sex [RSE - The evidence](#)

The key aim in providing PSHE at New Direction School is to safeguard our pupils. During their time with us, pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

## 4. Why PSHE is important at New Direction School

It is acknowledged that not all parents feel confident or comfortable talking to their children about this area therefore we aim to ensure that all learners have a standard level of education about key aspects needed to keep safe and make positive, informed, and healthy choices.

## 5. Key Objectives

The PSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. The aim is to develop well-rounded individuals who respect themselves and others, are able to communicate effectively and take responsibility for their actions.

The key objectives of the PSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships
- Enable learners to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give learners the knowledge, skills, and confidence to make informed, healthy decisions about their own mental and physical health
- Prepare learners for the opportunities, responsibilities, and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception, and reasons for delaying sexual activity

- Support learners to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support learners to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide learners with the knowledge and skills to access appropriate support

The PSHE programme is based on the needs of learners with learning outcomes appropriate to their age, ability, and level of maturity. PSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through PSHE sessions, and enrichment.

## **6. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. New Direction School values diversity encourages respect for all and promotes tolerance for, and celebration of, difference.

We do not discriminate against students because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

PSHE will be accessible to all regardless of their gender. Through the delivery of PSHE staff will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE. As a School we will deliver PSHE in a factual, non-judgmental way ensuring that staff do not promote one cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions that exist, encouraging tolerance and engagement with those having different views.

Parents and carers are key partners in PSHE and are best placed to support their children to understand how learning at our provision fits with their family's faith, beliefs, and values. To support this process, we will ensure that parents are made aware of what will be taught in our PSHE programme and when.

We will use a range of materials and resources that reflect the diversity of modern Britain and encourage acceptance and tolerance. We want every learner and family to feel included, celebrated, respected, and valued.

Staff will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. Due to the cohort of our students and their special educational needs and disabilities, we utilise a differentiated approach to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some learners may have experienced adverse childhood experiences that may impact on their ability to engage with PSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within PSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of PSHE. All learners whatever their identity, developing identity, or family background need to

feel that PSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both the school community and wider society.

## **7. Right to withdraw from sex education:**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. The PSHE we provide is planned to meet the needs of all learners and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from PSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

To request that a pupil be excused from Sex Education parents should write to the Deputy Headteacher. The Deputy Headteacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of PSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances New Direction will respect a parent's right to excuse their child up until three terms before a learner's 16<sup>th</sup> birthday when the child can choose to be included in Sex Education.

Staff will plan appropriate, purposeful education for learners who are withdrawn from sex education.

## 8. Appendix

### Statement of Practice

#### 1. The Curriculum

PSHE will be taught in each key stage. The curriculum we deliver is age-appropriate and progressive, building the learner's knowledge, understanding and skills year on year. We work to objectives in each key stage that support the achievement of outcomes outlined in the government PSHE guidance

Some elements of PSHE are delivered through national curriculum Science:

##### **Key Stage 3**

*Pupils should be taught about:*

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation, and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health, and life processes
- Comparing energy values of different foods (from labels) (kJ)

##### **Key Stage 4**

*Pupils should be taught about:*

- The relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum, we will work towards the outcomes outlined in the government's PSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a learner's time at New Direction School, with regular repetition of key themes. These elements will be delivered through timetabled PSHE sessions, themed days, and tutor time/assemblies. Learning will also be supported through cross-curricular approaches.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe



- Intimate and sexual relationships including sexual health
- Child on Child Abuse
- Sexual Violence and Sexual Harassment
- 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
- Careers
- Character
- Finance

## 2. Resources

As with any other subject, the breadth of the PSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks, and resources.

As part of our delivery of PSHE New Direction School utilises ASDAN's PSHE Short Course in meeting the requirements of the statutory guidance for sex, relationships, and health education in England, which came into effect in September 2020.

## 3. Teaching and Learning

The Leader of Learning is responsible for planning lesson content and providing relevant resources to all staff who deliver. Support assistants will provide additional support for learners. Everyone involved in the teaching of PSHE will follow the policy.

The personal beliefs and attitudes of staff will not influence the delivery of PSHE. A balanced and non-judgmental approach will be taken. All those contributing to PSHE, will work to the agreed values within this policy.

To ensure that all learners feel able to contribute effectively to PSHE a number of teaching strategies will be used, including:

- Establishing a group agreement with learners;
- Using 'distancing' techniques (e.g., Case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

PSHE will be delivered all year round – parents/carers will be informed of what will be covered.

## 4. External speakers

We may use outside visitors to enhance the PSHE provision delivered by staff. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver PSHE sessions

- be aware of the New Direction policy on PSHE and work within this
- be supervised by a member of staff at all times when on the premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader PSHE programme
- be suitably vetted prior to being booked

## **5. Safe learning in PSHE**

It is important that all learners feel safe and able to participate in PSHE sessions. To support the involvement of all learners, teachers will create a group agreement with each class outlining expectations around rights, responsibilities, and respect. The group agreement will be a working document that all learners agree to follow.

As with any topic learners will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic staff will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind learners that personal questions of staff or other learners are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all learners an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, staff will remind learners of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Sometimes learners may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of learners. The questions will also be fed back to the Leader of Learning as part of the evaluation and monitoring process.

If a teacher becomes concerned that any questions or comments indicate that a learner is at risk, then they will follow the school's safeguarding arrangements for further support.

## **6. Staff training**

All staff delivering PSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member, team-teaching, observations, or attendance at an internal or external training event. Training on more specific PSHE topics will take place as and when required to support the needs of staff and learners, as a whole.

## **7. Assessment and Review**

Staff will use a range of assessment strategies to track learner progress towards our published learning outcomes. Staff will use a range of assessment strategies to assess understanding. These strategies will be in line with the PHSE Association's Secondary Assessment guide.

## 8. Parents

We believe that PSHE is a partnership between New Direction School and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our PSHE programme. It is important that PSHE delivered in the school is explored in more detail within the context of individual families.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our PSHE programme e.g., Parent satisfaction survey.

## 9. Confidentiality, safeguarding and child protection

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that staff cannot offer unconditional confidentiality. Learners will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.

Through taught lessons/sessions, staff will signpost learners to sources of confidential local and national support services.

## 10. Menstrual wellbeing

Learners who are menstruating will be supported in the following ways:

- Sanitary disposal units are available from Nikki
- Learners can access emergency sanitary products from Nikki
- For those experiencing period poverty free sanitary protection can be accessed from Nikki

### **Related Policies and Procedures**

Safeguarding Policy

Behaviour Policy

Equalities Statement & Policy

## Appendix 1

**New Direction RSE Mapping Table**

The what pupils should know points are split into those they should cover by the end of primary (Green) which should continue to be worked on in addition to points which pupils should know by the end of secondary (Blue)

Topic	What Pupils Should know	What we need to put in place	What we currently have in place
<b>Families and People Who Care for Me Families</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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>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>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>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>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> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>what marriage is, including their legal status e.g. 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.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>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); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 10 Spring 1 Healthy Relationships</li> <li>Year 11 Summer 1 Families</li> </ul> <p>Equine intervention</p> <ul style="list-style-type: none"> <li>Horse family groups</li> <li>Mare caring for her foal</li> <li>How the group of horses look after each other</li> <li>How we care and provide for the horses</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>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>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>		<p>ASDAN Short Course – Module 7 Respectful Relationships</p> <p>Equine Intervention</p> <ul style="list-style-type: none"> <li>How the group of horses look after each other</li> <li>Relationships between different horses within their herd</li> </ul>

	<ul style="list-style-type: none"> <li>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>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 or advice from others, if needed.</li> </ul>		
<b>Respectful Relationships (including Friendships)</b>	<ul style="list-style-type: none"> <li>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>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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>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>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>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.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 7 Spring 1 Diversity</li> <li>Year 7 Summer 1 Building Relationships</li> <li>Year 8 Spring 1 Discrimination</li> <li>Year 8 Summer 1 Identity and Relationships</li> <li>Year 9 Autumn 1 Peer influence, Substance use and Gangs</li> <li>Year 9 Spring 1 Respectful Relationships</li> <li>Year 9 Summer 1 Intimate Relationships</li> <li>Year 10 Spring 1 Healthy Relationships</li> <li>Year 10 Summer 1 Addressing Extremism and Radicalisation</li> <li>Year 11 Spring 1 Communication in Relationships</li> </ul> <p>Equine Intervention</p> <ul style="list-style-type: none"> <li>How the group of horses look after each other</li> <li>Relationships between different horses within their herd</li> </ul>

	protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.		
<b>Online Relationships Online and Media</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>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>how information and data is shared and used online</li> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 8 Summer 2 Digital Literacy</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year9 Summer 1 Intimate Relationships</li> <li>Year 10 Spring 1 Healthy Relationships</li> <li>Year 11 Spring 1 Communication in Relationships</li> <li>Zones of Regulation</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>		
<b>Intimate and Sexual relationships including sexual health</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>• Year9 Summer 1 Intimate Relationships</li> <li>• Year 10 Spring 1 Healthy Relationships</li> <li>• Year 11 Spring 1 Communication in Relationships</li> </ul> <p>Biology - Reproduction</p>
<b>The Law</b>	<ul style="list-style-type: none"> <li>• It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: <ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> </ul> </li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>• Year 8 Autumn 1 Drugs and Alcohol</li> <li>• Year 8 Spring 1 Discrimination</li> <li>• Year 9 Autumn 1 Peer Influence, substance use and Gangs</li> <li>• Year 9 Summer 1 Intimate Relationships</li> <li>• Year 10 Summer 1 Addressing extremism and radicalisation</li> </ul>



	<ul style="list-style-type: none"> <li>online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li> <li>pornography</li> <li>abortion</li> <li>sexuality</li> <li>gender identity</li> <li>substance misuse</li> <li>violence and exploitation by gangs</li> <li>extremism/radicalisation</li> <li>criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> <li>hate crime</li> <li>female genital mutilation (FGM)</li> </ul>		
<b>Physical Health and Mental Wellbeing</b>			
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>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>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>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>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>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>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 wellbeing or ability to control their emotions (including issues arising online).</li> <li>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> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>that happiness is linked to being connected to others.</li> <li>how to recognise the early signs of mental wellbeing concerns.</li> <li>common types of mental ill health (e.g. anxiety and depression).</li> <li>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.</li> <li>the benefits and importance of physical exercise, time outdoors, community</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 8 Spring 2 Emotional Wellbeing</li> <li>Year 9 Spring 2 Healthy Lifestyle</li> <li>Year 10 Autumn 1 Mental Health</li> <li>Year 11 Autumn 1 Building for the future</li> </ul> <p>Equine Intervention</p> <ul style="list-style-type: none"> <li>Emotions in horses</li> <li>Grooming</li> <li>Self soothing strategies</li> </ul> <p>ASDAN PSE</p> <ul style="list-style-type: none"> <li>DM2 Developing Myself and my Performance Unit 1: Health and Wellbeing</li> </ul> <p>Zones of Regulation</p>



	<p>participation and voluntary and service-based activities on mental wellbeing and happiness.</p>		
<b>Internet Safety and Harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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>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>where and how to report concerns and get support with issues online</li> <li>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.</li> <li>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.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 8 Summer 2 Digital Literacy</li> </ul> <p>ICT Functional Skills Curriculum</p>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>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 cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 9 Spring 2 Healthy Lifestyle</li> </ul> <p>PE Curriculum</p>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>Year 9 Spring 2 Healthy Lifestyle</li> </ul>

	<ul style="list-style-type: none"> <li>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> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>		Cooking Curriculum
<b>Drugs, Alcohol and Tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>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.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>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.</li> </ul>		PSHE Association KS3-4 Thematic curriculum <ul style="list-style-type: none"> <li>Year 8 Autumn 1 Drugs and Alcohol</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>		PSHE Association KS3-4 Thematic curriculum <ul style="list-style-type: none"> <li>Year 9 Spring 2 Healthy Lifestyle</li> <li>Year 10 Autumn 1 Mental Health</li> <li>Year 11 Spring 2 Independence</li> </ul> Biology - Health  Equine Intervention <ul style="list-style-type: none"> <li>Horses medical conditions and medication</li> <li>How we look after horses depending on Health</li> <li>Hygiene around the yard</li> <li>Keeping Horses environment clean</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	First aid training for students	

	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>		
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>		<p>PSHE Association KS3-4 Thematic curriculum</p> <ul style="list-style-type: none"> <li>• Year 7 Spring 2 Health and Puberty</li> </ul> <p>Biology - Reproduction</p>