



Relationship and Sex Education Policy

Approved by: Children's Committee **Date:** 17th March 2021

Signed by: (Chair)

Last reviewed on: February 2021

Next review due by: Spring 2022

Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Delivery of SRE.....	3
6. Roles and responsibilities	4
7. Parents’ right to withdraw.....	5
8. Inclusion.....	5
9. Confidentiality and Safeguarding.....	6
10. Training.....	6
11. Monitoring arrangements	6
12. Appendix 1 Evergreen.....	7
13. Appendix 2 The Oaks.....	17
14. Appendix 3 Croft.....	21

1. Aims

We are a Rights Respecting Federation and this policy was developed in response to the new **Relationships education, relationships and sex education (RSE) and health education statutory Guidance** (25th July 2019) which became mandatory in September 2020 in all state secondary schools

“ In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

UNICEF explain that:

‘The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A rights-respecting school is a community where children’s rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children’s rights by putting them into practice every day.’

The aims of Relationship and Sex Education (RSE) at our federation are to:

- Develop a positive understanding of friendships.
- Help our young people understand family dynamics in modern Britain.
- Provide knowledge of loving and supportive relationships, the nature and importance of family life
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy and for post 11 pupils to understand the meaning of consent
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Avoid being exploited or exploiting others
- Develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping
- Develop respect for the nine protective characteristics (race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity, gender identity and marriage and civil partnership)

2. Statutory requirements

Statutory guidance from the Department for Education has been issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 has made;

“Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools” from September 2020.

At the North and South West Durham Learning Federation we teach RSE in accordance with these statutory requirements.

3. Policy development

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

1. Review – PSHE Leads across the federation pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties can view this policy via the school websites.
4. Pupil consultation – we investigated what exactly pupils want from their SRE by asking them to write down questions they would like answered and by asking pupils to complete questionnaires at school council meetings.

5. Wider school community – School Nursing Service are consulted on aspects of this policy that they support pupils with.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive and negative relationships, sexual health, sexuality, healthy lifestyles, keeping safe both off line and online, consent, diversity, including LGBT issues and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

See Evergreen Appendix, The Oaks Appendix and Croft Appendix for details of how RSE is delivered in each school.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage friendships, changing relationships and emotions
- Recognising the difference between good and bad relationships
- Recognising and assessing potential risks
- Learning to manage emotions within relationships confidently and sensitively off and online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect, positive self-esteem, confidence and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Making informed choices with an absence of prejudice
- Discussion and group work

These skills are taught sensitively within the context of a diverse family life in modern Britain.

6. Roles and responsibilities

6.1 The Governing Body

The governing body will approve the RSE policy, and hold the Executive Head Teacher to account for its implementation.

6.2 The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the federation.

6.3 The Head of School

The Head of School is responsible for managing requests to withdraw pupils from components of RSE (see section 7).

6.4 Staff

Staff are responsible for:

- Setting up ground rules with their class at the start of the Summer Term and then refer back to these at the start of each RSE session
- Respect a pupil's right to not take part in a discussion/activity
- Delivering RSE in a sensitive way appropriate to the needs and understanding of their pupils
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE
- Ensure pupils understand that there may be occasions when you have to share something they have told you with the Head of School/Deputy Head
- Referring any disclosures, safeguarding issues raised or possible child protection concerns to the Head of School/Deputy Head through the federation CPOMS or Behaviour Watch procedures
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Head Teacher.

6.5 Pupils

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

7. Parents' right to withdraw

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education until three terms before they are 16 in secondary school, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. There is no right to withdraw from Relationships Education or Health Education. Parents are encouraged to discuss their concerns and/or decisions with the Head of School at the earliest opportunity. Parents are welcome to review any RSE resources used across the federation.

8. Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RSE curriculum meets the needs of all:

Relationships and Sex Education –

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.

- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

9. Confidentiality and Safeguarding

It should be made clear to pupils across the federation that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

10. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The PSHE Subject Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when required.

11. Monitoring arrangements

The delivery of RSE is monitored by PSHE Subject Leaders through:

- Work scrutiny
- Learning walks
- Staff meetings
- Through questioning staff / pupils
- Questionnaires
- Data analysis
- Feedback on impact of Interventions
- Link Governor meetings

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

This policy will be reviewed by Danielle Oliver – Evergreen, Catherine De Muschamp –The Oaks and Lucy Herkes Croft.

At every review, the policy will be approved by The North & South West Durham Learning Federation Governing Body.

APPENDIX 1

Organisation and Content of Relationship and Sex Education – Evergreen Primary School

Evergreen specifically delivers relationship and sex education using the objectives set out in the 3D dimensions PSHE scheme of work at foundation stage, KS1 and KS2 for children following the National Curriculum Pathway.

In the foundation stage children are taught about making relationships, self-confidence/awareness and managing feelings/behaviour.

In KS1 units include changing and growing, emotions, communication, bullying, fairness, family and friends, rules and responsibilities and communities.

In KS2 units include growing and changing, emotions, communication, collaboration, healthy relationships, bullying, similarities and differences, rules and responsibilities and discrimination.

For children following the foundations pathway relationship and sex education is also taught throughout the 6 areas self-awareness, managing feelings, self-care, support and safety, the world I live in, healthy lifestyles and changing and growing.

Teachers in upper key stage 2 deliver the RSE curriculum with support from professionals where appropriate. School staff are the best people to work with the pupils on the SRE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHED curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science to pupils in Upper Key Stage 2.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Evergreen – RSE Primary Curriculum Overview

3D Dimensions National Curriculum Pathway Overview

Evergreen Primary School					
Autumn Term 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core Theme 3 Unit 1 LESSON 1: <i>Rules / Expectations - We Expect</i> ...</p> <p>Core Theme 3 Unit 1 LESSON 2: <i>Rules / Expectations - Class Charter</i></p> <p>Core Theme 1 Unit 5 LESSON 6: <i>Internet Safety - E-Safety</i></p> <p>Core Theme 2 Unit 4 LESSON 1: <i>Friendship - Forever Friends</i></p>	<p>Core Theme 2 Unit 4 LESSON 3: <i>Friendship - Hola! Bonjour!</i></p> <p>Core Theme 2 Unit 4 LESSON 4: <i>Friendship - Share Alike</i></p> <p>Core Theme 2 Unit 3 LESSON 1: <i>Fair and Unfair - It's Not Fair!</i></p> <p>Core Theme 3 Unit 2 LESSON 1: <i>Our School - Common Goals</i></p> <p>Core Theme 3 Unit 2 LESSON 2: <i>Belonging - I Belong ...</i></p>	<p>Core Theme 1 Unit 6 LESSON 1: <i>E-Safety – Online Chat</i></p> <p>Core Theme 1 Unit 6 LESSON 2: <i>Online Privacy – The Secrets Jar</i></p> <p>Core Theme 1 Unit 6 LESSON 3: <i>Online Privacy – E-Protection</i></p> <p>Core Theme 3 Unit 1 LESSON 1: <i>Rules – I'm In Charge!</i></p> <p>Core Theme 3 Unit 1 LESSON 2: <i>Thinking</i></p>	<p>Core Theme 1 Unit 6 LESSON 4: <i>Online Privacy – It's Personal</i></p> <p>Core Theme 1 Unit 6 LESSON 5: <i>Internet Use – Online Usage</i></p> <p>Core Theme 1 Unit 6 LESSON 6: <i>Internet Use – Age Limits</i></p> <p>Core Theme 3 Unit 3 LESSON 1: <i>Gender Stereotypes – His and Hers</i></p>	<p>Core Theme 3 Unit 1 LESSON 1: <i>Structure – Just Imagine ...</i></p> <p>Core Theme 3 Unit 1 LESSON 2: <i>Law and Order – In Charge</i></p> <p>Core Theme 3 Unit 1 LESSON 3: <i>U.N. Rights – Our Rights</i></p> <p>Core Theme 2 Unit 4 LESSON 5: <i>Online Relationships – A Risky Business</i></p>	<p>Core Theme 1 Unit 3 LESSON 1: <i>Identified Strengths – Big Dreams</i></p> <p>Core Theme 1 Unit 3 LESSON 2: <i>Identified Strengths – Big Achievers</i></p> <p>Core Theme 1 Unit 3 LESSON 3: <i>Setting Goals – 'Super Futures'</i></p> <p>Core Theme 1 Unit 3 LESSON 4: <i>Setting Goals – I Can Do That!</i></p>

<p>Core Theme 2 Unit 4 LESSON 2: <i>Friendship - Make Friends</i></p> <p>Core Theme 3 Unit 1 LESSON 3: <i>Taking Turns - It's Your Turn</i></p>	<p>Core Theme 3 Unit 2 LESSON 3: <i>Belonging - Join Our Club!</i></p> <p>Core Theme 2 Unit 5 LESSON 7: <i>Staying Safe - I Don't Know You</i></p>	<p><i>Ahead – Lesson Planning</i></p> <p>Core Theme 3 Unit 1 LESSON 3: <i>Taking the Lead – Learning Time</i></p>		<p>Core Theme 1 Unit 5 LESSON 1: <i>Drugs – Just Say No!</i></p> <p>Core Theme 1 Unit 5 LESSON 2: <i>Alcohol – Drink Aware</i></p>	<p>Core Theme 1 Unit 5 LESSON 6: <i>Internet Safety – Fake News</i></p>
---	--	--	--	--	---

Autumn Term 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core Theme 2 Unit 1 LESSON 7: <i>Good Manners - How Rude!</i></p> <p>Core Theme 1 Unit 4 LESSON 1: <i>Happiness - Smile!</i></p> <p>Core Theme 1 Unit 4 LESSON 2: <i>Anger - Grrrr!</i></p> <p>Core Theme 2 Unit 1 LESSON 1: <i>Feelings - How I Feel</i></p> <p>Core Theme 2 Unit 1 LESSON 2: <i>Responses - You and Me</i></p>	<p>Core Theme 2 Unit 3 LESSON 4: <i>Right and Wrong - In the Right</i></p> <p>Core Theme 1 Unit 4 LESSON 5: <i>Consequences - Good v Bad</i></p> <p>Core Theme 1 Unit 4 LESSON 6: <i>Aspirations - It's a Goal!</i></p> <p>Core Theme 2 Unit 1 LESSON 4: <i>Co-operation – Negotiation</i></p> <p>Core Theme 2 Unit 1 LESSON 5: <i>Co-operation - Want to Play?</i></p>	<p>Core Theme 2 Unit 5 LESSON 1: <i>Friendship – Best Features</i></p> <p>Core Theme 2 Unit 5 LESSON 2: <i>Friendship – Circles Time</i></p> <p>Core Theme 2 Unit 5 LESSON 3: <i>Friendship - Falling Out</i></p> <p>Core Theme 2 Unit 5 LESSON 4: <i>Friendship – The BAFAs</i></p> <p>Core Theme 1 Unit 5 LESSON 1: <i>Loss / Separation – Lost!</i></p>	<p>Core Theme 2 Unit 3 LESSON 1: <i>Reactions - Frustration</i></p> <p>Core Theme 2 Unit 3 LESSON 2: <i>Self-Worth – I'm a Marvel!</i></p> <p>Core Theme 2 Unit 3 LESSON 3: <i>Persistence and Resilience – Don't Give Up</i></p> <p>Core Theme 2 Unit 3 LESSON 4: <i>Negative Persistence – Over and Over</i></p>	<p>Core Theme 1 Unit 4 LESSON 1: <i>Death and Grief – It's Natural</i></p> <p>Core Theme 1 Unit 4 LESSON 2: <i>Death and Grief - Poppies</i></p> <p>Core Theme 1 Unit 4 LESSON 3: <i>Managing Conflict – Families at War</i></p> <p>Core Theme 3 Unit 2 LESSON 1: <i>Community Event – We're Cultured</i></p>	<p>Core Theme 2 Unit 3 LESSON 1: <i>Race and Ethnicity – United States?</i></p> <p>Core Theme 2 Unit 3 LESSON 2: <i>Gender Stereotypes – Jobs 4 All</i></p> <p>Core Theme 2 Unit 3 LESSON 3: <i>Culture – Cultural Feast</i></p>

Core Theme 2 Unit 1 LESSON 3: <i>Opinions - I Think...</i>	Core Theme 2 Unit 1 LESSON 6: <i>Co-operation - Let's Debate!</i>	Core Theme 1 Unit 5 LESSON 2: <i>Loss / Separation – Found!</i>	Core Theme 1 Unit 5 LESSON 5: <i>Feelings - Overreacting</i>		
Spring Term 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core Theme 1 Unit 2 LESSON 4: <i>Washing Hands - Meet Grub!</i></p> <p>Core Theme 1 Unit 1 LESSON 1: <i>Healthy Eating - Vote Green!</i></p> <p>Core Theme 1 Unit 1 LESSON 2: <i>Healthy Eating - Meat Eaters</i></p> <p>Core Theme 1 Unit 1 LESSON 3: <i>Healthy Eating - Party Time!</i></p> <p>Core Theme 1 Unit 1 LESSON 4: <i>Physical Activity - Get Physical!</i></p> <p>Core Theme 2 Unit 3 LESSON 2: <i>Comparisons - All the Same</i></p>	<p>Core Theme 1 Unit 2 LESSON 5: <i>Keeping Clean - Bath-time</i></p> <p>Core Theme 1 Unit 2 LESSON 6: <i>Skin - Skinny Tips</i></p> <p>Core Theme 1 Unit 2 LESSON 1: <i>Dental Hygiene - Brushing Up!</i></p> <p>Core Theme 1 Unit 2 LESSON 2: <i>Dental Hygiene - Bright White</i></p> <p>Core Theme 1 Unit 2 LESSON 3: <i>Dental Hygiene - Top Teeth</i></p> <p>Core Theme 1 Unit 5 LESSON 3: <i>Drug Safety - Magic Medicine</i></p>	<p>Core Theme 1 Unit 1 LESSON 1: <i>Physical, Emotional and Mental – I Am Who I Am!</i></p> <p>Core Theme 1 Unit 1 LESSON 2: <i>Physical, Emotional and Mental – Hearts and Minds</i></p> <p>Core Theme 1 Unit 1 LESSON 3: <i>Physical, Emotional and Mental – Three in One</i></p> <p>Core Theme 1 Unit 2 LESSON 4: <i>Sleep – Sweet Dream</i></p>	<p>Core Theme 1 Unit 3 LESSON 1: <i>A Balanced Diet – Plant or Animal?</i></p> <p>Core Theme 1 Unit 3 LESSON 2: <i>A Balanced Diet – Balancing Act</i></p> <p>Core Theme 1 Unit 3 LESSON 3: <i>Working With Food – Master Chef</i></p> <p>Core Theme 1 Unit 3 LESSON 4: <i>Working With Food – Our Food Hall</i></p>	<p>Core Theme 1 Unit 1 LESSON 2: <i>Physical, Emotional and Mental – What's Puberty?</i></p> <p>Core Theme 1 Unit 1 LESSON 3: <i>Healthy Lifestyles – You Choose!</i></p> <p>Core Theme 1 Unit 5 LESSON 3: <i>Tobacco – Up in Smoke</i></p> <p>Core Theme 1 Unit 5 LESSON 4: <i>Substance Abuse – Let's Be Frank</i></p>	<p>Core Theme 1 Unit 1 LESSON 4: <i>Physical Illness – Bleugh!</i></p> <p>Core Theme 1 Unit 1 LESSON 6: <i>Immunisation – One Sharp Scratch</i></p> <p>Core Theme 2 Unit 4 LESSON 3: <i>Marriage – I Promise...</i></p>

Spring Term 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core Theme 2 Unit 2 LESSON 1: <i>Definition - A Bully is...</i></p> <p>Core Theme 2 Unit 2 LESSON 2: <i>Unkindness - Blame Game</i></p> <p>Core Theme 2 Unit 2 LESSON 3: <i>Behaviour - Bullying is...</i></p> <p>Core Theme 2 Unit 2 LESSON 4: <i>Behaviour - + and -</i></p> <p>Core Theme 1 Unit 5 LESSON 4: <i>Personal Safety - Secret Surprise</i></p> <p>Core Theme 1 Unit 5 LESSON 5: <i>Emotional Safety - Getting Help</i></p>	<p>Core Theme 1 Unit 3 LESSON 1: <i>Similarities and Differences - Boys v Girls</i></p> <p>Core Theme 1 Unit 3 LESSON 2: <i>The Human Body - Body Bits</i></p> <p>Core Theme 1 Unit 3 LESSON 3: <i>Growing Up - All Grown Up</i></p> <p>Core Theme 1 Unit 3 LESSON 4: <i>Changing Needs - I Need</i></p> <p>Core Theme 1 Unit 1 LESSON 5: <i>Physical Activity - Mighty Muscles</i></p> <p>Core Theme 1 Unit 1 LESSON 6: <i>Exercise - Workout!</i></p>	<p>Core Theme 2 Unit 1 LESSON 1: <i>Clear Messages – Dot Dot Dash</i></p> <p>Core Theme 2 Unit 1 LESSON 2: <i>How to Listen – Listen Up!</i></p> <p>Core Theme 3 Unit 2 LESSON 1: <i>Different Communities – My Community</i></p> <p>Core Theme 3 Unit 2 LESSON 2: <i>School Communities – School Swap</i></p>	<p>Core Theme 2 Unit 1 LESSON 3: <i>Responding to Others – Agony Aunts</i></p> <p>Core Theme 2 Unit 1 LESSON 4: <i>Expressing Opinions – It's Debatable</i></p> <p>Core Theme 1 Unit 5 LESSON 3: <i>Loss / Separation – Left Behind</i></p> <p>Core Theme 1 Unit 5 LESSON 4: <i>Family Changes – Two Homes</i></p>	<p>Core Theme 1 Unit 1 LESSON 1: <i>Physical, Emotional and Mental – 3-Dimensional</i></p> <p>Core Theme 2 Unit 1 LESSON 1: <i>Confidentiality – Secret Info</i></p> <p>Core Theme 2 Unit 1 LESSON 2: <i>Listening – I'm All Ears!</i></p> <p>Core Theme 2 Unit 1 LESSON 3: <i>Responding – Scenarios</i></p>	<p>Core Theme 1 Unit 1 LESSON 5: <i>Healthy Minds – Young Minds</i></p> <p>Core Theme 2 Unit 4 LESSON 4: <i>Mental Wellbeing – Mind Business</i></p> <p>Core Theme 2 Unit 4 LESSON 2: <i>Support and Care - Connections</i></p>

Summer Term 1

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<p>Core Theme 2 Unit 3 LESSON 6: <i>Kindness - Give a Little</i></p> <p>Core Theme 2 Unit 4 LESSON 5: <i>Family - My Family</i></p> <p>Core Theme 2 Unit 4 LESSON 6: <i>Family - Special People</i></p> <p>Core Theme 3 Unit 1 LESSON 6: <i>Caring - Talking to Plants</i></p> <p>Core Theme 3 Unit 1 LESSON 4: <i>Lending / Borrowing - The Borrowers</i></p> <p>Core Theme 3 Unit 1 LESSON 5: <i>Sharing - Share the Booty</i></p>	<p>Core Theme 2 Unit 2 LESSON 5: <i>Behaviour - Help Me!</i></p> <p>Core Theme 2 Unit 3 LESSON 3: <i>Behaviour - In My Shoes</i></p> <p>Core Theme 2 Unit 3 LESSON 5: <i>Teasing - Cry Baby!</i></p> <p>Core Theme 3 Unit 2 LESSON 4: <i>Local Citizenship - Our Local Area</i></p> <p>Core Theme 3 Unit 2 LESSON 5: <i>Local Citizenship - Community Care</i></p> <p>Core Theme 1 Unit 3 LESSON 5: <i>Responsibility - Who's at Fault?</i></p>	<p>Core Theme 1 Unit 7 LESSON 1: <i>Before Puberty - You've Grown!</i></p> <p>Core Theme 1 Unit 7 LESSON 2: <i>Visible Changes - Mind the Gap</i></p> <p>Core Theme 1 Unit 8 LESSON 1: <i>How to Help - Who to Call</i></p> <p>Core Theme 1 Unit 8 LESSON 2: <i>Emergency Calls - Calling 999</i></p> <p>Core Theme 1 Unit 8 LESSON 3: <i>Emergency Calls - Ambulance, Now</i></p>	<p>Core Theme 1 Unit 4 LESSON 1: <i>Identified Strengths - I'm Good at That</i></p> <p>Core Theme 1 Unit 5 LESSON 6: <i>Self-Respect - Let's Rock!</i></p> <p>Core Theme 1 Unit 4 LESSON 2: <i>Identified Strengths - Future Me</i></p> <p>Core Theme 1 Unit 4 LESSON 3: <i>Setting Goals - That's My Goal!</i></p> <p>Core Theme 1 Unit 4 LESSON 4: <i>Setting Goals - The Impossible Dream</i></p>	<p>Core Theme 1 Unit 2 LESSON 1: <i>Food Choices - Secret Eaters</i></p> <p>Core Theme 1 Unit 2 LESSON 2: <i>Food Choices - Invention Team</i></p> <p>Core Theme 1 Unit 2 LESSON 3: <i>Cooking - Michelin Stars</i></p> <p>Core Theme 2 Unit 4 LESSON 1: <i>Physical Contact - Touch Sensitive</i></p>	<p>Core Theme 3 Unit 3 LESSON 1: <i>Budgeting - Money Supermarket</i></p> <p>Core Theme 3 Unit 3 LESSON 2: <i>Consumer Sense - Payment Terms</i></p> <p>Core Theme 3 Unit 3 LESSON 3: <i>Consumer Sense - A Class Catalogue!</i></p>
Summer Term 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Core Theme 1 Unit 5 LESSON 1: <i>Sun Safety – It’s a Cover Up!</i></p>	<p>Core Theme 1 Unit 3 LESSON 6: <i>Emotions – Mood Swings</i></p>	<p>Core Theme 1 Unit 2 LESSON 1: <i>A Balanced Approach – Define: Healthy</i></p>	<p>Core Theme 2 Unit 4 LESSON 1: <i>Connections – Paper Chains</i></p>	<p>Core Theme 2 Unit 2 LESSON 1: <i>Responding - Scrabble</i></p>	<p>Core Theme 3 Unit 4 LESSON 1: <i>Generating Income – Making Money</i></p>
<p>Core Theme 1 Unit 5 LESSON 2: <i>Road Safety – Green X Code</i></p>	<p>Core Theme 1 Unit 4 LESSON 3: <i>Love - Three Little Words</i></p>	<p>Core Theme 1 Unit 2 LESSON 2: <i>Physical Exercise – Active Kids?</i></p>	<p>Core Theme 2 Unit 4 LESSON 2: <i>Family Links – Family Tree</i></p>	<p>Core Theme 2 Unit 2 LESSON 2: <i>Shared Goals – It’s All Go!</i></p>	<p>Core Theme 3 Unit 4 LESSON 2: <i>Generating Income – Raising Money</i></p>
<p>Core Theme 3 Unit 3 LESSON 1: <i>Money - Grows on Trees?</i></p>	<p>Core Theme 1 Unit 4 LESSON 4: <i>Sadness - How to Cope</i></p>	<p>Core Theme 1 Unit 2 LESSON 3: <i>Lifestyle Choices – It’s Your Choice</i></p>	<p>Core Theme 2 Unit 4 LESSON 3: <i>Religious Views – Faith Findings</i></p>	<p>Core Theme 2 Unit 2 LESSON 3: <i>Community Spirit – All Join In</i></p>	
<p>Core Theme 3 Unit 3 LESSON 2: <i>Money - Coining it in!</i></p>	<p>Core Theme 3 Unit 3 LESSON 4: <i>Money - Shopping List</i></p>	<p>Core Theme 2 Unit 2 LESSON 1: <i>Working Together – Name Game</i></p>	<p>Core Theme 2 Unit 4 LESSON 4: <i>Celebrate Diversity – Inside Outside</i></p>	<p>Core Theme 1 Unit 5 LESSON 5: <i>Basic First-Aid – First Aids Tips</i></p>	
<p>Core Theme 3 Unit 3 LESSON 3: <i>Money - Keep Money Safe</i></p>	<p>Core Theme 3 Unit 3 LESSON 5: <i>Choices - This or That?</i></p>	<p>Core Theme 2 Unit 2 LESSON 2: <i>Working Together – Build It Up</i></p>	<p>Core Theme 3 Unit 4 LESSON 1: <i>Money Choices – A Million Dollars</i></p>		
	<p>Core Theme 3 Unit 3 LESSON 6: <i>Enterprise - Dragons’ Den</i></p>	<p>Core Theme 2 Unit 2 LESSON 3: <i>Shared Goals – Better Places</i></p>	<p>Core Theme 3 Unit 4 LESSON 2: <i>Managing Money – Design Choices</i></p>		

Foundations Pathway Overview

Overarching concepts addressed, revisited and consolidated

Identity	Relationships	A healthy balanced lifestyle
Risk and safety	Diversity and equality	Rights, responsibilities, and consent
Change and resilience	Power	Economic wellbeing

Curriculum Overview

	Autumn	Spring	Summer
	Self-Awareness	Relationships: Managing Feelings	Self-care, support and Safety
	Topics include: Me, Who I am, my likes, dislikes, talents and interests	Topics include: Understanding feelings and that how I feel and how others feel affects choices and behaviour	Topics include: Looking after myself and keeping safe

Term 1	<ol style="list-style-type: none"> 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others 	<ol style="list-style-type: none"> 1. Identifying and expressing feelings 2. Managing strong feelings 	<ol style="list-style-type: none"> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and private
	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 2 Unit 4 OR</p> <p>LKS2 Core theme 1 Unit 4, Unit 5 OR</p> <p>UKS2 Core theme 1 Unit 3</p>	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 1 Unit 4 KS1 Core theme 2 Unit 1, Unit 2, Unit 3 OR</p> <p>LKS2 Core theme 2 Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 OR</p> <p>UKS2 Core theme 2 Unit 1, Unit 2, Unit 3, Unit 4</p>	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 1 Unit 2, Unit 5 OR</p> <p>LKS2 Core theme 1 Unit 6, Unit 8 OR</p> <p>UKS2 Core theme 1 Unit 5</p>
	The World I Live in	Healthy Lifestyles	Relationships: Changing and Growing
	<p>Topics include:</p> <p>Living confidently in the wider world</p>	<p>Topics include:</p>	<p>Topics include:</p>

Term 2		Being and keeping healthy on the 'outside and on the 'inside'	How I and others are changing, new opportunities and responsibilities
	<ol style="list-style-type: none"> 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 6. Money 	<ol style="list-style-type: none"> 1. Healthy eating 2. Taking care of physical health 3. Keeping well 	<ol style="list-style-type: none"> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships
	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 3 Unit 1, Unit 2, Unit 3 OR</p> <p>LKS2 Core theme 3 Unit 1, Unit 2, Unit 3, Unit 4 OR</p> <p>UKS2 Core theme 3 Unit 1, Unit 2, Unit 3, Unit 4</p>	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 1 Unit 1 OR</p> <p>LKS2 Core theme 1 Unit 1, Unit 2, Unit 3 OR</p> <p>UKS2 Core theme 1 Unit 1, Unit 2</p>	<p><i>Lessons from Dimensions:</i></p> <p>KS1 Core theme 1 Unit 3 OR</p> <p>LKS2 Core theme 1 Unit 7 OR</p>

Essential skills and attributes

Developing confidence and making the most of their abilities:

- Self-concept and self-awareness
- Self-esteem
- Self-knowledge
- Resilience
- Self-regulation
- Recognising and managing peer influence and pressure
- Self-organisation
- Strategies for identifying and accessing appropriate help and support
- Clarifying own understanding, values and beliefs and re-evaluating them in the light of new learning, experiences and evidence
- Recalling, revisiting, consolidating and applying knowledge and understanding in familiar as well as new situations

Developing positive relationships and social effectiveness:

- Self-awareness
- Empathy and compassion
- Respect for others' rights
- Communication skills
- Enterprise skills and attributes
- Respecting differences and similarities
- Consent
- Recognising and managing change
- Maintaining a healthy lifestyle

APPENDIX 2

Organisation and Content of Relationship and Sex Education – The Oaks Secondary School

In a secondary school setting (in addition to the aims already mentioned in the federation document) we also focus on the following issues;

- The law and consent
- Understanding what a good relationship looks like
- Grooming/ Exploitation
- Diversity in relationships
- Self esteem
- Contraception
- STIs
- The implications of pregnancy and teenage parenthood
- Social media / sexting / cyberstalking

We have been working with the Durham County lead on RSE with a small group of other local secondary schools known collectively as the County Durham Sex Education Commission which was set up to try to reduce the numbers of teenage pregnancies in the county. This has involved extra funding, CPD and advice on action planning and lesson content, to ensure that our provision and CPD is meaningful to our setting and up to date. We were awarded certificates for the quality of our RSE provision by the commission, and contact with them has been maintained so that we can access further advice and support.

The Schemes of Learning were rewritten in 2020 to reflect Statutory changes and updated guidance from the PSHE Association, and lessons are clearly linked to their 2020 Programmes of Study, PFA, RRS, British Values, Character Education and SMSC. More detailed information about individual lessons is available on request.

Key Stage 4 students no longer study for the AQA Award as this has been discontinued and in September 2020 students in years 10 and 11 started a new Short course in PSHE which is run by ASDAN.

For students who need confidential advice on any aspects of RSE students can approach any member of staff or leave an anonymous message in the PSHE room if they need to.

KS3 Curriculum Overview



Subject: PSHE - SLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Self Care, Support and safety</p> <p>Transition to Secondary school</p> <p>Personal hygiene/ keeping clean/ preventing spread of germs (P.31)</p>	<p>Healthy Lifestyles</p> <p>Importance of a healthy diet. Eat well</p> <p>What should be classed as a treat</p> <p>(p.41)</p>	<p>Self – Awareness</p> <p>What makes us special? (P.28)</p>	<p>The World I Live In</p> <p>Diversity</p> <p>How are we different? (p.44)</p>	<p>Relationships – Managing feelings</p> <p>Feelings and how to manage these (p.35)</p>	<p>Relationships- changing and growing</p> <p>Identify ways in which we change as we grow older (p.37)</p>
Year 8	<p>Self Care, Support and safety</p> <p>Staying safe and the people who can help us. (P.33)</p>	<p>Healthy Lifestyles</p> <p>People in the community who help us (doctors, dentists, nurses) and how they</p>	<p>Self- Awareness</p> <p>The different jobs adults do in school. Careers Aspirations (p.29)</p>	<p>The World I Live In</p> <p>Rules and routines in school.</p> <p>Rules at home. (p.44)</p> <p>Rights and responsibilities (p.44)</p>	<p>Relationships – Managing feelings</p> <p>Positive relationships- developing friendships (p.35)</p>	<p>Relationships- changing and growing</p> <p>Developing other positive relationships in our lives - how they change and grow (P.37)</p>

		take care of us. (p.42)				
Year 9	<u>Self Care, Support and safety</u> Ways of keeping safe (p.33)	Healthy Lifestyles Keeping our body healthy Substance abuse Drugs and alcohol Chemicals (p.43)	<u>Self Awareness</u> Understanding of kindness/unkindness. Peer pressure/bullying/cyber bullying (p.28)	The World I Live In What is money? Using money (p.45)	Relationships – Managing feelings Body language/appropriate behaviour (p.36)	Relationships-changing and growing Family relationships (p.38) Including SRE
Links to RRS / PFA and SMSC	PFA: Health SMSC: social RRS Article 24	PFA: Health SMSC: Cultural RRS Article 33	PFA: Independent Living / Community Inclusion SMSC: Moral Cultural RRS Articles 12,13,15,23,31,42	PFA: Employment / Independent Living SMSC: Moral / Cultural RRS Article 29	PFA: Health/ community inclusion SMSC: Social/ Moral RRS Article 27,34	PFA: Health/ community inclusion SMSC: social / moral/ cultural RRS: 34

KS3 Curriculum Overview



Subject: PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 PSHE Assoc. links	Living in the wider World <ul style="list-style-type: none"> Transition to Secondary School Target setting, Gender stereotypes and raising aspirations. 	Living in the wider World <ul style="list-style-type: none"> Rights, Responsibilities and the legal system The Environment and Recycling 	Health and wellbeing <ul style="list-style-type: none"> Positive Mental Health H2, H6, H5, H13	Health and wellbeing <ul style="list-style-type: none"> Dental health and hygiene H31, H20, H21	Health and Wellbeing/ Relationships <ul style="list-style-type: none"> Lifestyle Consequences and Drugs H23, H24, H25	Relationships (including RSE) <ul style="list-style-type: none"> Bullying, <u>Cybersafety</u>, <u>Permission</u>, PANTS rules, Puberty R6, R28, <u>L3, L4, L7, H34</u>

KS3 Curriculum Overview



Subject: PSHE



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 PSHE Assoc. links	Living in the wider World <ul style="list-style-type: none"> Transition to Secondary School Target setting, Gender stereotypes and raising aspirations. Growth Mindset H8, R10, L1, L7 H1, H2, R39, L2, L3	Living in the wider World <ul style="list-style-type: none"> Rights, Responsibilities and the legal system The Environment and Recycling L1, L3, R41 (KS2 L1, L3) L4, L5, L19	Health and wellbeing <ul style="list-style-type: none"> Positive Mental Health H2, H6, H5, H13	Health and wellbeing <ul style="list-style-type: none"> Dental health and hygiene H31, H20, H21	Health and Wellbeing/ Relationships <ul style="list-style-type: none"> Lifestyle Consequences and Drugs H23, H24, H25	Relationships (including RSE) <ul style="list-style-type: none"> Bullying, Cybersafety, Permission, PANTS rules, Puberty R6, R28, L3, L4, L7, H34

Links to RRS / PFA and SMSC	PFA: Independent Living / Community Inclusion SMSC: Moral Cultural RRS Articles 12,13,15,23,31,42 5,6,12,13	PFA: Employment / Independent Living SMSC: Moral / Cultural RRS Articles 12,40 12,13,17	PFA: Health SMSC: social RRS Articles 6, 13, 29.	PFA: Health SMSC: Cultural RRS Articles 6, 13, 29	PFA: Health/ community inclusion SMSC: Social/ Moral RRS Articles 24,33,36	PFA: Health/ community inclusion SMSC: social / moral/ cultural RRS 19,29,34,36
Year 8 PSHE Assoc. links	Economic Wellbeing- Advertising L17, L18, L20	Challenging Extremism, Stereotyping, Hate Crime and Community H2, R27, R28, R29, L3, L4	Developing Resilience H1,H2,H3,H4,H5,H7,H9,H10,H13,H14,R19,R39,R40,R41,R42,R43,R44,L9,L10	Smoking and Drugs Education H5,H10,H21,H25,H28,H29,H30	RSE Healthy Relationships, Consent, Emotional challenges of Puberty H2,H5,H6,H20,H21,H34,R1,R2,R3,R4,R9R10,R11,R13,R18,R19,R22,R23,R25,R26,R27	Internet Safety R1,R2,R13,R14,R17,R18,R19,R24,R25,R26,R27,R29,R30,L20,L21,L22,L24,L25,L27,

Links to RRS / PFA and SMSC	PFA: Community Inclusion/ Independent Living SMSC: Cultural RRS Articles 12, 13, 17, 36.	PFA: Community Inclusion SMSC: Social/ moral/ cultural RRS: Articles 4, 19, 36, 29,30	PFA: Health SMSC: Spiritual/Social RRS: Article 29	PFA: Health / Independent Living SMSC: Social/ Moral RRS: Articles 24, 28, 29	PFA: Health / Independent Living/ Community Inclusion SMSC: Social RRS: Articles 12,13,19,23,24,34	PFA: Health / Independent Living/ Community Inclusion SMSC: Social/ Moral RRS: Articles 28,29 34
-----------------------------	--	---	--	---	--	--



Year 9	Economic Wellbeing	Healthy Eating	Exploring Risk.	Drugs Education and First Aid	Safe and Healthy Relationships	RSE
PSHE Assoc. Links;	<ul style="list-style-type: none"> Barclays Life skills, budgeting, bank accounts Consumer Rights KS3 L15, L16, L17, L18, L19 KS4 L16, L17, L18 KS3 L18, L19 KS4 L19, L20	Understanding nutrition, balanced diet, reading food labels KS3 H2, H5, H10, H11, H17, H18, H19	Gangs/ peer pressure, gambling, exploitation, Knife crime. H2, H19, H20, H26, H27, H32, R1, R6, R8, R20, R21, R37 R28, R42, R43, R44, R45, R46, R47	Risks of drug use including alcohol, what to do in an emergency H24, H25, H26, H27, H28, H29, H30, H31, H33	Healthy and unhealthy relationships, grooming, online safety R5, R6, R7, R8, R12, R35, R36, R37	Contraception choices and safe sex, STDs, taking responsibility and peer pressure. H12, H21, H30, H31, H35, H36, R12, R24, R25, R26, R27, R28, R30, R31, R32, R33, R34, R35, R36, R37

	<p>PFA Employment/Independent Living/Community Inclusion</p> <p>RRS Articles 17, 23, 28, 29</p> <p>13, 17</p>	<p>PFA Independent Living/Community Inclusion</p> <p>RRS Articles 12, 13, 23, 24</p>	<p>PFA Health/ Independent Living</p> <p>RRS Articles 3,6, 13, 17, 19, 28, 29</p>	<p>PFA Health/ Independent Living</p> <p>RRS Articles 23, 24, 33</p>	<p>PFA Health /Community Inclusion /Independent Living</p> <p>RRS Articles 17,19, 23,24</p>	<p>PFA Health /Community Inclusion /Independent Living</p> <p>RRS Articles 17, 19, 23, 24</p>
--	---	--	---	--	---	---

KS4 Curriculum Overview

Subject: PSHE



	Accreditation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Accreditation Pathway	ASDAN PSHE Short Course	<p>Emotional Wellbeing</p> <p>1A3 Understanding common types of ill health 1A4 Recognise the early signs of poor mental health 1A5 Use strategies for monitoring positive wellbeing 1A6 Explain activities that can promote positive emotional wellbeing</p>	<p>Keeping Safe and Healthy</p> <p>2A2 Explain current campaigns 2A3, 2A4 Explain what constitutes a healthy lifestyle 2A5 Recognise what healthy eating looks like 2A6 Identify local health improvement services 2A7 Identify risks to personal safety 2A8 Understand the safe use of taxis and minicabs</p>	<p>Social Media</p> <p>3A1 Understand why it is important to develop digital resilience 3A2 Understand media stereotypes and manipulated images and their effect on self-esteem. 3A3 Identify harmful behaviours online, understand how to report it and access support. 3A4 Understand the consequences of posting online. 3A5 Recognise digitally enabled stalking and know what to do if you are affected.</p>	<p>Alcohol and Drugs</p> <p>4A3 Identify the signs of alcohol poisoning and know what to do. 4A4 Understand the impact that alcohol can have on emotional health and wellbeing 4A5 Know the difference between social pressure and peer pressure in relation to alcohol and strategies to avoid drinking alcohol.</p>	<p>Tobacco and Drugs</p> <p>5A1 Understand the laws relating to the supply and possession of illegal substances 5A2 Understand the facts about the harmful effects of smoking tobacco 5A3 Understand the benefits of quitting smoking and how to access support 5A4 Understand the effects and risks of nicotine consumption 5A5 Understand the links between taking drugs and serious health conditions 5A6 Understand how drug misuse can be harmful in</p>	<p>Sexual Health</p> <p>6A1 Understand the impact of STIs and how to minimise their transmission 6A2 Understand the advantages and disadvantages of different methods of contraception, including protection from STIs 6A3 Understand how to access emergency contraception 6A4 Understand the moral responsibility of seeking consent 6A5 Understanding the legal consequences of not gaining consent.</p>

						the short and long term.	
Links to RRS, PFA, SMSC.		PFA Health, RRS Article 28 SMSC: cultural/ moral/ social	PFA Health, independent living, community Inclusion RRS Article 29 SMSC: cultural/ moral/ social	PFA Health, Independent Living, Community Inclusion RRS Article 24 SMSC: cultural/ social	PFA Health /Independent Living RRS Article 33 SMSC: cultural/ moral/ social	PFA Health /Community Inclusion /Independent Living RRS Article 27,34 SMSC: cultural/ moral/ social	PFA Health /Community Inclusion /Independent Living RRS Article 34 SMSC: cultural/ moral/ social
PSHE Association links		H2, H4, H5, H6, H7,H8, H9, H10, H11,	H5, H16,H11, H12, H13, H14, H21, H22	L22, H2, H3, R14, H4, R8, R22, R18, R14, R15, R16, R17, R28, R29, R30, R31, R32	H19,H20,R35,R36,R37	R38, H18, H13, H14, H16	H27, H28, R23, R24, H29, H33, R18, R2

	Accreditation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ASDAN PSHE Short Course	Financial choices 9A1 Understand tax and National Insurance 9A2 Discover how different forms of saving work 9A3 Find out about ways to manage debt	Living in modern Britain 11A1 Understand and explore what democracy, the rule of law, individual liberty	Respectful Relationships 7A1, Show how to develop healthy relationships across cultures and society 7A2 Recognise how to manage emotions in different relationships	Respectful Relationships Individual independent work focussing on an aspect of the respectful relationships course (Challenge B)	Families and Parenting 8A1 Recognise different sorts of relationships and concepts of family;	Families and Parenting Individual independent work focussing on an aspect of the families and

<p>Year 11</p> <p>Accreditation Pathways</p> <p>Links to RRS, PFA, SMSC.</p> <p>PSHE Association Links</p>		<p>9A4 Recognise the importance of pensions</p> <p>9A5 Understand how to rent accommodation</p>	<p>and mutual respect mean as a British citizen</p> <p>11A2 Understand why it is important for everyone to vote</p> <p>11A3 Understand how to be a critical consumer of online information in all forms; appreciate how social media can expand, limit or distort an individual's view of the world</p> <p>11A4 Understand how social media can be used to distribute propaganda, coerce and manipulate</p> <p>11A5 Recognise extremism and radicalisation, including when someone is at risk of being radicalised</p>	<p>7A3 Understand what makes for healthy or unhealthy relationships</p> <p>7A4 Explain the concept of consent in a variety of contexts</p> <p>7A5 Show how to develop healthy relationships in different contexts</p>	<p>Further lessons or interventions as necessary, e.g. further lessons on child sexual exploitation, grooming etc.</p>	<p>Understand the legal status of different relationships</p> <p>8A2 Recognise different sorts of relationships and concepts of family</p> <p>8A3 Explain the concept of forced marriage</p> <p>8A4 Recognise the roles and responsibilities of parenting</p> <p>8A5 Understand the impact that being a parent can have on your lifestyle</p> <p>8A6 Understand the impact of a healthy lifestyle on pregnancy and early infants</p>	<p>parenting course (Challenge B)</p> <p>Further lessons or interventions as necessary, e.g. 'Realityworks' baby simulator and accompanying lesson plans.</p>
--	--	---	--	---	--	--	---

		<p>PFA Community Inclusion RRS Article 29,36</p> <p>SMSC: Social/ Moral/ Cultural</p>	<p>PFA Community Inclusion RRS Article 20,23,30</p> <p>SMSC: Social/ Moral/ Cultural</p>	<p>PFA Health/Independent Living RRS Article 24</p> <p>SMSC: Social/ Moral/ Cultural/ Spiritual</p>	<p>PFA Health / Independent Living RRS Article 33</p> <p>SMSC: Social/ Moral/ Cultural</p>	<p>PFA Health /Community Inclusion /Independent Living RRS Article 34</p> <p>SMSC: Social/ Moral/ Cultural</p>	<p>PFA Community Inclusion /Independent Living/Health RRS Article 34</p> <p>SMSC: Social/ Moral/ Cultural</p>
--	--	---	--	---	--	--	---

PSHE KS3/4

PSHE: Units of Study/overview.

ASDAN Key Steps

2019-2020

Key stages	Years	Autumn		Spring		Summer	
		1	2	3	4	5	6
3	7	Identity	Health	Community	Environment	Identity	Health
	8	Health	Identity	Environment	Community	Citizenship	Health
	9	Community	Health	Identity	Citizenship	Values	Environment

4	10	Emotional wellbeing	Healthy Lifestyles	Personal Safety	Sex and relationship education	Drugs education	Introduction to Diversity, Prejudice and Discrimination
	11	Emotional Wellbeing	Healthy Lifestyles	Personal Safety	Sex and Relationship Education	Relationships, behaviours and practices in the workplace	Units needing extra work for accreditation

Appendix 3 Croft Community School

Within EYFS, Key Stage 1, 2, 3 and 4, PSHE including Relationship and Sex Education and Health Education is a part of Croft Community School's curriculum and is covered in **weekly lessons**.

The curriculum within EYFS, KS1 and KS2 are based around key themes – healthy lifestyles, relationships, staying safe (including online safety), emotions, friendship, trust and the environment. As well as the Primary curriculum meeting the September 2020 statutory guidance for Health Education and Relationship Education, The PSHE curriculum at Key Stage 1 and 2 reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability

Primary students have weekly standalone PSHE lessons as well as the principles of PSHE being embedded throughout the whole curriculum. The Primary PSHE curriculum is on a 2-year cycle (year A and B) to ensure full coverage of topics and key themes as well as providing students with a broad and balanced curriculum that allows for some consolidation of learning where appropriate.

The curriculum at Key Stage 3 and 4 is based around 3 themes – Healthy Lifestyles, Relationships and Living in the Wider World. The new statutory guidance for RSE and health education has been incorporated into the curriculum as well as providing clear opportunities to link with SMSC, British Values, Cultural Capital and the School Values. The key themes and activities within these themes are carefully chosen and delivered at appropriate times to appropriate classes.

All lessons are taught by specialised teachers, knowledgeable in their subject areas. Visitors to the school such as the police, nurse, community mental health team, drugs and alcohol workers further enhance the curriculum, ensuring that it is meaningful and varied.

Activities are planned according to student's skills, knowledge and abilities as well as their previous learning and experiences. A range of teaching strategies are used within PSHE and pupils are supported in applying the skills they are learning in real life situations such as resolving conflict. This work is carried on as Interventions where necessary in the Bridge.

A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic.

Throughout the school, PSHE is addressed on a daily basis as questions and incidents arise. PSHE is addressed pastoral time with emotional intelligence, Rights Respecting School and Education for a Connected World sessions.

Students have 1 hour per week of PSHE lessons and throughout the year, we celebrate and use enrichment and key days or weeks such as Mental Health Awareness, Fairtrade Fortnight, Sport Relief etc. to enhance our PSHE curriculum.

Assemblies will provide extra opportunities to enhance pupils' spiritual, moral, social and cultural development, promote our school's values and celebrate achievement.

1. Accreditation

The qualifications being offered are:

Year 7, 8, 9 ASDAN Key Steps accreditation

Year 10 and 11- BTEC (Pearson) in Personal Growth and Wellbeing

The KS3 curriculum allows for students to be awarded a Bronze, Silver or Gold ASDAN accreditation. The KS4 curriculum allows for students to gain an AQA Entry Level 1, 2, 3, Level 1 or 2 Award or Certificate.

The teaching of PSHE is differentiated to the needs of the pupils. The lessons are differentiated in order to meet the progression statements. The students are assessed on key areas within PSHE; personal development, living in the wider world, health and wellbeing, relationships, health and self-care and lifestyles. The school assessment system is used to correctly and accurately baseline students and plan and teach lessons to meet their needs.

2. Cross-Curricular, School Values and SMSC Opportunities

Many cross curricular links are made between PSHE and other curriculum areas, including Geography and the environment RE and learning about respecting others beliefs and opinions, PE and healthy lifestyles, CEIAG and preparing for adulthood, Maths and the value of money, Science and the body as well as life skills.

PSHE also has strong links to SMSC, British Values, the School Values and the UN Convention for the Rights of the Child. The PSHE curriculum promotes fundamental British Values. Throughout PSHE lessons, students are taught rule of law, what is right and wrong, how to behave and the correct behaviour essential for their safety and wellbeing. PSHE offers opportunities for students to be taught how to earn trust and respect, are supported to develop a strong sense of morality. PSHE allows students to develop their self-knowledge, self-esteem and self-confidence. Mutual respect is expected and there are a lot of opportunities within the curriculum to develop an awareness of bullying and the need to value and respect others. Students are also taught how to keep themselves safe. They learn about different beliefs, cultures and values, prejudice and discrimination.

The school values are embedded within the teaching of PSHE. The teaching of a positive mind-set occurs frequently in the teaching of PSHE where pupils are encouraged to build social and emotional resilience and emotional intelligence.

Students are frequently challenged within PSHE lessons where expectations are high. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to the progression outcomes. Students are set outcomes they need to achieve and these are recorded accordingly. The students are encouraged to attain the highest qualification possible for them, from ASDAN certification to Level 2 Awards. Regardless of the needs of each individual, all students within Croft access PSHE and with some reasonable adaptations, they engage in all aspects of the curriculum.

Positive behaviour and social skills are promoted in PSHE. Students develop team work and communication skills through group work and debate and are encouraged to be respectful of others opinions, abilities and views.

The school nurse and other health professionals may be involved in the delivery of some aspects of the RSE curriculum, particularly more targeted programmes to individuals where a need has been identified

It is also recognised that parents and carers are key figures in helping children to cope with the physical and emotional challenges of growing up.

Primary curriculum including RSE

Y1/2	AUTUMN	SPRING	SUMMER
TOPIC	<p>1. HEALTHY LIFESTYLES 2. RELATIONSHIPS</p>	<p>1. STAYING SAFE/ONLINE SAFETY 2. EMOTIONS</p>	<p>1. EXPLORING FRIENDSHIP AND TRUST (RSE) 2. ENVIRONMENT</p>
VALUES	RESPECT, COOPERATION, MORALITY	ADAPTABILITY, RESILIENCE, ENQUIRY	THOUGHTFULNESS, COMMUNICATION, RESPECT
RRS Article	<p>Article 24 - the right to good quality healthcare, clean water, nutritious food and a clean environment so that they can stay healthy. Article 15 – children have the right to meet together and join groups Article 31 – children have the right to relax and play</p>	<p>Article 17 – children have the right to reliable information from the mass media Article 13 – children have the right to get and to share information, as long as the information is not damaging to them or others.</p>	<p>Article 16 – children have the right to privacy Article 24 – children have the right to a clean environment Article 27 – children have a right to a standard of living good enough to meet their mental and physical needs.</p>
Pupils will learn...	<p>Healthy Lifestyles Can I recognise the mental and physical benefits of an active lifestyle? Can I recognise what constitutes a healthy diet? Can I talk about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage? Can I talk about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist?</p> <p>Relationships Can I say what makes a good friend? Can I know that families are important for children growing up because they can give love, security and stability? Can I pick out the characteristics of healthy family life?</p>	<p>Staying safe Can I say what the benefits are of the internet? Can I verbalise why social media, some computer games and online gaming, for example, are age restricted? Can I think about what sorts of boundaries are appropriate in friendships? Can I demonstrate I understand the concept of privacy including that it is not always right to keep secrets if they relate to being safe? Can I say that my body belongs to me? Can I say who is a safe person and who is a stranger? Can I say where I should go to if I lost or in danger? Can I say when we would need to ring 999?</p> <p>Emotions Can I say what a feeling is? Can I say what helps me with my mental and physical wellbeing? Can I communicate that there is a normal range of emotions e.g. happy and sad and what makes me feel these things?</p>	<p>Friendship and trust Can I recognise the characteristics of a good friendship? Can I take practical steps to make friends? Can I explore how to take turns and follow rules? Can I share items? Can I begin to demonstrate ways of resolving conflict? Can I use manners?</p> <p>Citizenship Can I explore who belongs to our home and school community? Can I recognise what is fair and unfair, right and wrong? Can I explain what a rule is and why we have them? Can I come up with some rules for our classroom and agree to follow them? Can I explain why we should look after our environment at school and home and how we can do this? Can I explore what to do with rubbish?</p>
KEY DATES	<p>Jeans for Genes – 14th September Healthy Eating Week – 28th September World Smile Day – 2nd October World Mental Health Day – 10th October</p>	<p>Safer Internet Day – February 9th</p>	<p>Earth Day – 22nd April Local and Community history month – May Save lives, clean your hands day – 5th May Christina Aid Week – wc 10th May</p>

	Anti-Bullying Week – 16 th November		
--	--	--	--

Secondary curriculum including RSE

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn - Healthy Lifestyles	<p>Mental wellbeing Identifying emotions and feelings, introduction to emotional health, talking about emotions. How to harness happiness e.g. connectedness to others, time outdoors</p> <p>Physical health and fitness How do we look after our bodies through exercise - keep us fit, endorphins?</p> <p>Healthy eating what does a healthy diet look like? Link between poor diet and tooth decay.</p> <p>Drugs, alcohol and tobacco "drugs are bad" Prescription drugs and uses, awareness of dangers of prescribed drugs if misused. Dangers of smoking</p> <p>Health and prevention Germs and hand hygiene, personal care and hygiene, teeth health oral hygiene and dentist</p> <p>Changing adolescent body puberty – changes to our bodies physically and emotionally,</p>	<p>Mental wellbeing What is mental wellbeing? Looking after our mental health - what has a positive or negative effect on our mental health and emotions? self-esteem, body image and the effect on our mental health.</p> <p>Physical health and fitness ideas for keeping fit and healthy, local sports facilities, create and follow exercise plans. Benefits to our mental health</p> <p>Healthy eating Food groups and nutrition. Link between poor diet and health risks.</p> <p>Drugs, alcohol and tobacco Dangers from smoking tobacco and drinking alcohol.</p> <p>Health and prevention Immunisation and vaccination Sleep and its effect on weight, mood, concentration</p> <p>Basic first aid Basic first aid – scalds, burns, sprains, cuts, stings, nose bleeds</p> <p>Changing adolescent body Recap on puberty, changes to body and emotions</p>	<p>Mental wellbeing Recognising early signs of mental wellbeing concerns. What does poor mental health look like? How to tackle these concerns? Ways to stay mentally healthy e.g. diet exercise community participation</p> <p>Physical health and fitness & Healthy eating effect of diet and exercise on our physical and mental health for maintaining healthy weight, fitness, effect on heart and lungs. Healthy diet plans for different groups of people, poor health choices linked to physical and mental ill-health.</p> <p>Drugs, alcohol and tobacco Laws, physical effects and peer pressure around smoking, alcohol and illegal drugs. Effects of all on the body</p> <p>Health and prevention Bacteria and viruses, how they are spread, antibiotics</p> <p>Basic first aid CPR and defibrillators First aid – recap basic and cover fits, electric shock, choking, st johns ambulance training.</p>	<p>BTEC Personal Growth and Wellbeing (E13/L1)</p> <p>Unit 1: Improving Physical Health and Wellbeing Unit 3: Understanding the Role of Relationships in Social Health and Wellbeing</p> <p>Mental wellbeing What is anxiety and depression? Coping with these and getting help. Impact of stress on the body, what it is and how to cope with it.</p> <p>Physical health and fitness & Healthy eating Diet and exercise plan for different groups of people with different health needs and of different levels of fitness. Calories, calorie deficit, healthy or unhealthy foods of same calorific value?</p> <p>Drugs, alcohol and tobacco Social, emotional and physical effects of drugs and alcohol abuse, penalties, county lines, trafficking</p> <p>Health and prevention Self-examination and screening</p> <p>Basic first aid . First aid – CPR, responding to drug and alcohol abuse first aid.</p>	<p>BTEC Personal Growth and Wellbeing (E13/L1)</p> <p>Unit 3: Understanding the Role of Relationships in Social Health and Wellbeing Unit 4: Understanding Sexual Health and Wellbeing</p> <p>Mental wellbeing Nature and treatment of a range of mental illnesses and where to get help from specialist service.</p> <p>Internet safety and harms Online gambling and debt</p> <p>Physical health and fitness & Healthy eating Benefits of certain foods, impact on our ability to exercise, sleep, function etc., negative impact of poor diet – energy drinks, coffee etc. science behind impact of food and exercise on our physical and mental health. Links between an inactive lifestyle and ill health including cancer and cardio vascular ill-health.</p> <p>Drugs, alcohol and tobacco Recap drugs and alcohol, peer pressure, trafficking, impact on mental health and development of conditions, physical health, relationships, grooming. Where to access help and support. Effects of risk taking on individuals and society e.g. promiscuity, drugs and alcohol, gangs etc. Addiction and dependency</p>

					<p>Basic first aid First aid refreshed and help for emotional impact of physical trauma such as PTSD.</p>
<p>Spring - Relationships (RSE)</p>	<p>Families Characteristics of committed, stable relationships. Parenting and characteristics of successful parenting. Characteristics of negative relationships. Feeling unsafe in and what to do. Respectful relationships Characteristics of positive friendships, including respect. Managing arguments and conflict. What is bullying? How does it make people feel? What can you do if you are being bullied? Online and media How to behave online, having the same respect as in real life. Sharing personal information. What is social media? What are the risks and age restrictions? Intimate and sexual relationships Body is our own, what are our private parts? Difference between appropriate and inappropriate or unsafe physical contact. Puberty (nurse?)</p>	<p>Families The importance of stable relationships, including when bringing up children. What does an unsafe relationship should like? Characteristics of unhealthy relationships, how to get help for myself or others. Respectful relationships Positive friendships, managing conflict when things go wrong and reconciliation. What are the different types of bullying? What should we do as a victim or bystander? Online and media What social media exists? What other ways are there of sharing information or communicating online? What are the risks and dangers of social media and sharing information? How to block, report and get help is something unsafe happens or appears online. Intimate and sexual relationships What is an intimate relationship? What does boundaries mean? What does consent mean in terms of relationships and intimacy? What are our private parts and what are their functions? The right to delay intimacy and control what we consent to.</p>	<p>Families What is marriage? Why do people choose to marry – religion? Children? Role of trust in a relationship. How do we know if we can trust a family member, friend or someone we are in a relationship with? What does an unsafe relationship look like? Respectful relationships What are the characteristics of positive and negative relationships in person and online? Role of consent in relationships Managing conflicts in relationships What are the causes, nature and effects of different types of bullying? Online and media In depth look at the dangers of social media including grooming. What might we see online that is harmful content and what is the impact of viewing this? Intimate and sexual relationships What is sexual intercourse? What is protection? Importance of using protection? Importance of consent. Managing peer pressure in relation to intimate contact and relationships. Enjoying relationships and intimacy without sex. How drugs and alcohol can lead to risky sexual behaviour.</p>	<p>Families The legal status of marriage and the difference between marriage and cohabiting. Legal rights and protection available to married couples vs those cohabiting or those together in an unregistered religious ceremony. What does a healthy marriage look like? What does a healthy relationship look like, what are the signs of the relationship being coercive or abusive? Respectful relationships What are the characteristics of positive and negative non sexual and sexual relationship? Discrimination, prejudice, equal opportunities. The equality act and rights and responsibilities around equality What is domestic violence? Bullying in relationships – signs and types. Online and media What is pornography? The law around pornography and sharing indecent images of children even those created by children and sent to children. Being safe What is the law around consent? Recognising sexual consent and when it can be withdrawn. What does sexual consent look like? Managing sexual pressure. Intimate and sexual relationships Sexual pressure. Contraception Types of STIs Getting tested for STIs and where to go</p>	<p>Online and media How pornography creates a distorted picture of sexual behaviours, self-esteem and how you might see your partner. Being safe Criminal behaviour in relationships the concept of and laws around sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, sexual assault, domestic abuse, forced marriage, domestic violence, FGM, honour based violence. Recognising these criminal behaviours, how they affect current and future relationships and getting help. Intimate and sexual relationships Fertility treatments, increasing fertility, infertility. Menopause Evaluate positive and negatives around different forms of contraception. Short and long term effects of STIs and treatments for them. Physical and emotional changes during pregnancy and miscarriage support groups and agencies for pregnancy, adoption, miscarriage etc.</p>

				Pregnancy and the options around pregnancy Getting help around sexual and reproductive health. Effects of sex on physical and emotional wellbeing.	
Summer - Living in the wider world	<p>Citizenship Improving the local community e.g. school. Role of Pupil Voice – democracy Importance of school rules. Responsibilities linked to these rules. Introduction to RRS</p> <p>Employment Formal and informal education Jobs at home and in school Identity</p> <p>Independent Living (finance) What is money? Where it comes from? How are we persuaded to buy things? Where does it come from? Media and advertising Analysing adverts – persuasion, false images</p> <p>Environment Respecting the environment Recycling and waste</p>	<p>Citizenship Society laws, role of the police, courts and justice system Improving local communities outside of school, what is a community and what are they made up of, demographics of a community Human rights and Children’s rights – liberties enjoyed by citizens</p> <p>Employment Life after school Build a personal profile of interests and ambitions</p> <p>Independent Living (finance) The value of money. Managing money Real life budgeting</p> <p>Environment Dangers and risks to our natural environment e.g. Global warming and what we can do.</p>	<p>Citizenship Volunteer in the local community Parliament, government and the monarch Voting in elections, different political parties, democracy v dictatorship. Local councils.</p> <p>Employment Look at career options Look at education pathways Post 16 and what qualifications are required What qualifications are on offer in school</p> <p>Independent Living (finance) Current accounts and savings accounts Rights and responsibilities as consumers Loans</p> <p>Environment Challenges to the environment – climate change, global warming, water scarcity, droughts, deforestation, floods, pollution</p>	<p>Citizenship Parliamentary democracy and the power of government, role of citizens impacting what happens in parliament, how are they accountable. Legal system in the UK, different sources of law. Human rights and international law.</p> <p>Employment (completed in Careers lessons) Part time and full time jobs Job adverts, essential and desirable criteria Create a CV Practising filling out job application forms</p> <p>Independent Living (finance) Bank statements Applying for a bank account Credit and debit cards and accounts</p> <p>Environment Sustainable environment. Energy – promoting a sustainable energy future</p>	<p>Citizenship Different electoral systems used in and beyond the UK and actions citizens can take in democratic and electoral processes to influence decisions locally and nationally and beyond. Social issues in the community – ill-health, poverty, unemployment, social deprivation, inequality Diverse national, regional, religious and ethnic identities in the UK and need for mutual respect and understanding.</p> <p>Employment (completed in careers lessons) Preparation for post 16 studies Interview prep Writing letters of application and personal statements</p> <p>Independent Living (finance) Wage slips – gross and net pay, deductions, pensions Benefits Interest rates</p> <p>Environment Local, national and global charities working for those who don’t enjoy basic human or children’s rights for safe and clean environment, those damaged by war and conflict.</p>