

# Relationships and Sex Education Policy

The 'School' refers to all staff and pupils in Abbot's Hill School, which includes the Early Years Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

## MONITORING AND REVIEW

Final Signatory	Head
Person Responsible	Assistant Head (Pastoral)
Reviewed with	Assistant Head (Prep)
Approved by	Full Board
Frequency of Review	Annually
Date of Last Review	September 2023
Date of Next Review	March 2025

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## 1. Introduction

This policy applies to all pupils and staff of Abbot's Hill, including EYFS. The document has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of **ISI Framework 23**.

**Across all aspects of school life at Abbot's Hill we consider the following aspects of pupil wellbeing:**

- health and safety
- personal development
- behaviour and welfare
- suitability of education
- spiritual, moral, social and cultural development

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. At Abbot's Hill, we believe that the teaching of relationships, sex and health education (RSHE) can enable pupils to make responsible and well-informed decisions about their wellbeing, health and relationships in this wider environment as well as preparing them for a successful adult life. Importantly, it should enable pupils to develop the resilience and character that we know are fundamental to pupils being happy, successful, and productive and able to make meaningful contributions to society.

Sexism, misogyny and racism are not tolerated at Abbot's Hill School. We are acutely aware of the impact of Everyone's Invited and the subsequent findings of the Ofsted Review of Sexual Abuse in Schools and Colleges. We know that work remains to be done to address any gaps in RSE education and to tackle misogyny: our culture of robust self-reflection continues to drive high impact learning for all. Similarly, the school is cognisant of the impact of the Black Lives Matter movement and is proactively developing its work on inclusion, diversity and equity in pursuit of the school's aims.

## 2. School Aims

Abbot's Hill is a day school for children from 6 months to 16 years. The Nursery is co-educational and from Reception to Year 11 the school educates girls. Abbot's Hill wants to foster a community in which all individuals are happy and inspired to live purposeful and fulfilling lives, while remaining true to our founding values of strength and character.

Abbot's Hill's values can be found in Appendix 1.

## 3. Legal Framework

3.1 By September 2020, the DfE requested that Relationships Education became compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. There is also a deeper focus given to Health Education.

3.2 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- a) Equality Act 2010
- b) Education (Independent School Standards) Regulations 2014
- c) DfE 'KCSIE' 2023
- d) DfE 'Working together to safeguard children' 2018
- e) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- f) DfE (2015) 'National curriculum in England: science programmes of study'
- g) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- h) Children Act 1989
- i) Education and Skills Act 2008
- j) Children and Families Act 2014
- k) Children and Social Work Act 2017
- l) UK Council for Child Internet Safety (2016) 'Sexting in schools and colleges: responding to incidents and safeguarding young people'
- m) DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- n) DfE(2018) 'Searching, screening and confiscation: advice for schools'
- o) DfE(May 2018) 'Relationships education, relationships and sex education and health education FAQs'
- p) DfE (2021) 'Relationships, sex and health education: guide for schools'

3.3 This policy operates in conjunction with the relevant school policies.

## 4. Definition of Relationships, Sex and Health education

4.1 **Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development.** It is about the understanding of the importance of stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health. It is up to the school to make sure that the needs of all pupils are met in the programme. Young people, whatever their developing sexuality and gender identity, need to feel that RSHE is relevant to them and sensitive to their needs. RSHE at Abbot's Hill incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

4.2 It has three main elements:

### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships
- learning the value of respect, love, and care
- exploring, considering, and understanding moral dilemmas; and developing critical thinking as part of decision-making
- understanding the power of images/gender stereotypes in the media and on the internet

### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict; and learning how to recognise and avoid exploitation and abuse
- learning how to deal with failure and setbacks with resilience.

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages for both boys and girls
- understanding human sexuality, reproduction, sexual health, emotions, and relationships

4.3 The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a Relationships and Sex education programme tailored to the age and physical and emotional maturity of the children.

## **5. Roles and responsibilities**

5.1 The Board of Governors is required to ensure that the School actively promotes the well-being of pupils. The approval of this policy is part of the Board of Governors' response to this duty.

5.2 The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

5.3 RSHE will be linked - although not exclusively - to the following subjects:

- a) PDE – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values and characteristics of individuals.
- b) Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- c) ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

- d) PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- 5.4 All those involved in devising and reviewing this programme work closely with the relevant Heads of Year, the school nursing team and the school counselling team on the content and delivery of the programme.
- 5.5 The Head’s responsibilities include:
- a) Ensuring all pupils make progress in achieving the expected educational outcomes.
  - b) Ensuring the RSHE is well-led, effectively managed and well-planned.
  - c) Evaluating the quality of provision through regular and effective self-evaluation.
  - d) Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND (Special Educational Needs and Disabilities).
  - e) Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
  - f) Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 5.6 The Assistant Head Snr (Pastoral) and Assistant Head Prep (Pastoral) are responsible for:
- a) The overall implementation of this policy.
  - b) Ensuring all staff are suitably trained to deliver the subjects.
  - c) Ensuring parents are fully informed of this policy.
  - d) Reviewing this policy on an annual basis.
  - e) Reporting to the Board of Governors on the effectiveness of this policy and the curriculum.
- 5.7 The Assistant Head, Snr (Pastoral) and Assistant Head Prep (Pastoral) are responsible for:
- a) Overseeing the delivery of RSHE.
  - b) Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
  - c) Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
  - d) Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
  - e) Consulting parents regarding the school’s RSHE curriculum.
  - f) Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

## **6. RSHE curriculum for pupils with identified SEND or SEMH needs**

- 6.1 Where possible all pupils will remain with their class for RSHE lessons. Pupils with SEND or pupils who have been identified as likely to need SEMH (Social, Emotional and Mental Health needs) support with RSHE will either receive appropriate support during their RSHE lessons, or arrangements will be made for specific pupils to be withdrawn from RSHE lessons with the rest of their class to receive a differentiated version of the RSHE programme delivered within the Learning Support Department. The SENDCos (Special Educational Needs and/or Disabilities Co-Ordinator) and Assistant Heads, Pastoral will make the relevant plans at the start of each academic year, in consultation with parents.

## **7. Equal Opportunities Statement**

7.1 Abbot's Hill School is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, disabilities, genders and sexual orientation. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the Learning Support Department. Abbot's Hill ensures that the RSHE curriculum is differentiated to meet the needs of all pupils, including those with mental health issues, so that they can access the curriculum.

## **8. Sensitive or Controversial Topics**

- 8.1 Staff are aware that personal views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.
- 8.2 During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- 8.3 If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting. Teachers should establish a set of ground rules so that young people are aware of parameters.
- 8.4 Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
- 8.5 Teachers and pupils will show respect for all genders, sexualities and different types of families.
- 8.6 Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
- 8.7 Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- 8.8 HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- 8.9 Teachers should also be aware of potential "trigger" topics and make sure pupils are aware of content in advance of the lesson to allow opportunities for conversations and support. Pupils may be invited to ask questions using an anonymous "any questions" exercise at the end of lesson.

## 9. Sexual Identity and Sexual Orientation

- 9.1 Abbot's Hill believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- 9.2 Bullying is dealt with strongly yet sensitively (see Anti-Bullying Policy).
- 9.3 The school liaises with parents on this issue to reassure them of the content and context.
- 9.4 Should any child be unduly concerned as they begin to explore their sexuality, the school counsellor is available to support.

## 10. Organisation and delivery

- 10.1 The RSHE elements of the school curriculum in Science are mandatory for all pupils within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility.
- 10.2 Other elements of Personal, Social and Health Education (PSHE) – including RSE – became statutory from September 2020, but it is the decision of the school as to the appropriate age for this to be included into the programme to meet the needs of our pupils.
- 10.3 RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal Development Education lesson (PDE) and Philosophy, Ethics and Religion (PER).
- 10.4 At Abbot's Hill, the main content is delivered in PDE lessons. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school and the school Nursing team may be invited to contribute to the delivery of RSE in school.
- 10.5 All pupils within the school have equal access to Relationships & Sex education. Topics are revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- 10.6 Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy and will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice and staff have received external (or internal) training as required to ensure they are comfortable with the topics being covered.
- 10.7 Regular feedback is provided on pupils' progress through Reports and Grade Cards whilst teaching is assessed through listening, and responding to, pupil feedback. This is used to identify where pupils need extra support or intervention who are then given additional support and resources to access the curriculum and keep themselves safe.

## 11. Course Content

Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for***



***governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*** These are:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Please refer to Appendix (ii) which sets out the curriculum content from Reception to Year 11.

## **12. Working with Parents**

12.1 Parental support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with Relationships, Sex and Health Education, we respect the primary role of the parents in educating their children about these matters.

12.2 We will gather the views of parents in the following ways:

- a) Questionnaires
- b) Meetings
- c) Letters
- d) Training sessions

12.3 Our RSHE programme is set out in Appendix (ii) and parents are welcome to request to view resources used. Abbot's Hill consults parents of registered pupils at the school before making or revising a statement. See, for example, the parent consultation letter in Appendix (iii) available here. The statements below guide the delivery of RSHE in our curriculum:

### **In Primary Schools:**

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary schools
- The statutory guidance states that Primary aged school pupils should be taught about relationships and health, including puberty
- Parents cannot withdraw their children from the Science curriculum, and this will include teaching about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals
- At Abbot's Hill we will be following a sex education programme that is tailored to the age and the physical and emotional maturity of our pupils, this is to ensure that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born. Parents can withdraw their children from this part of the curriculum (following discussion with the school. See *Responsibilities* - above)
- Teaching will consider the developmental differences of each group of children so that each cohort's curriculum may vary slightly from the content of the previous year as much of our discussions are around questions from the children.

## **In Secondary education from September 2020:**

- Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents can withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

## **13. Confidentiality**

- 13.1 Pupils are made aware that staff are not able to promise confidentiality in cases where they are concerned for the safety or wellbeing of a pupil. They should understand that staff have a duty of care and will report concerns to help pupils. They should know that ensuring the safety of pupils is a priority even in situations where the law may have been broken.
- 13.2 A member of staff must refer to the Safeguarding team if they believe:
- an under 16-year-old is having, or is contemplating having sexual intercourse
  - a sixteen-year-old pupil is contemplating having sexual intercourse with a pupil below the age of 16
- 13.3 The law allows health professionals to see and, in some circumstances, treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

## **14. Using outside visitors**

- 14.1 Talks are organised as part of the PDE programme. These visitors may include health professionals, social workers, youth workers, peer educators, etc. Visitors are made aware of:
- Their purpose and role within the school's programme
  - The boundaries of their input
  - The school's RSE policy and the planned RSHE programme
  - The need to plan and agree work with the Head of PDE/Assistant Head Prep (Pastoral) and identify learning outcomes
  - Explicit lines of accountability between the visitor and the school
  - A suitable member of staff (as appropriate to the content) will be present throughout e.g. The Assistant Heads, Pastoral, School Nurse or other senior/middle leader will be present throughout, as appropriate to the content
- 14.2 Visitors working with pupils are made aware of, and abide by, the Safeguarding and Child Protection policy. If the visitor is providing individual advice and support directly to pupils,

they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

- 14.3 Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures.
- 14.4 Where appropriate it is possible to put pupils in contact with the school's counsellor if they, and their parents, so wish.

## **15. Staff training**

- 15.1 Training will be provided by the Assistant Head Snr (Pastoral), Assistant Head Prep (Pastoral) and relevant external organisations to the relevant members of staff on a regular basis to ensure they are up-to-date with the RSHE curriculum.
- 15.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as the sending or receiving of nude or semi-nude images, hazing or peer-on-peer abuse, which may need to be addressed in relation to the curriculum.
- 15.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSHE curriculum in reducing the number of teenage conceptions.
- 15.4 Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **16. Monitoring quality**

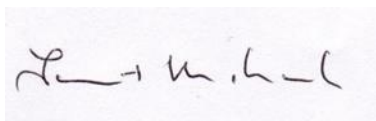
- 16.1 The Assistant Head, Snr (Pastoral) is responsible for monitoring the quality of teaching and learning for the subject.
- 16.2 The Assistant Head, Snr (Pastoral) will conduct subject assessments on a regular basis, which will include a mixture of the following:
  - a) Lesson observations
  - b) Topic feedback forms
  - c) Learning walks
  - d) Lesson planning scrutiny
- 16.3 The Assistant Heads (Snr and Prep), Pastoral will jointly produce annual subject reports for the Head and Governors Education Committee.
- 16.4 The Assistant Heads (Snr and Prep), Pastoral will monitor the effectiveness and delivery of the RSHE curriculum.

## **17. Monitoring and Evaluation**

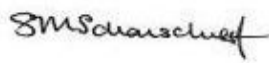
- 17.1 This policy will be reviewed by the Assistant Head, Snr (Pastoral) in conjunction with the Assistant Head, Prep (Pastoral) on an annual basis.
- 17.2 The Assistant Head, Snr (Pastoral) will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
- 17.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.
- 17.4 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy. The next scheduled review date for this policy is June 2024

Issue Date: September 2023

Review Date: December 2024 or earlier if major change



**Chair of Governors**



**Head**



## Code of Conduct

There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-

### Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

### Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on our actions and learn from them
- We take pride in our responsibilities

### Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive role models

### Be curious

- We love to learn, create and use our imagination
- We are inquisitive: we explore new opportunities
- We ask questions about the world around us
- We embrace calculated risk and seek adventure

### Be challengers

- We persevere in the face of challenge: we are resilient
- We are self-motivated, ambitious and determined to develop and improve through work and play now and into the future
- We prioritise our physical and mental wellbeing
- We have the freedom to speak out and to voice our own ideas
- We have the courage to test our ideas, to fail and to adapt as we prepare for life beyond school
- We have fun



# CODE OF CONDUCT

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**Be authentic**



**Be involved**



**Be curious**



**Be challengers**

APPENDIX (ii)

Organisation of the PDE curriculum (which incorporates the **RSHE curriculum**)

Nursery

Within Nursery the children are guided to make good relationships within their peer group through modelling and discussion. They are also taught about their bodies and the basics of consent. The staff discuss with them the NSPCC rules around pants. The staff are dynamic and choose developmentally appropriate content to discuss with the children. The books and stories are all chosen to display different types of families and relationships.

		Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
		<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Relationships (RSE)</b>	<b>Dreams and goals</b>	<b>Changing Me (RSE)</b>	<b>Healthy Me</b>
<b>PRE- PREP</b>	Reception (age 4 – 5)	<ul style="list-style-type: none"> <li>• Self-Identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Physical activity</li> <li>• Healthy Food</li> <li>• Sleep</li> <li>• Keeping clean</li> <li>• Safety</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Understanding bullying and knowing how to deal with it</li> <li>• Making new friends</li> <li>• Celebrating the differences</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Identifying successes and achievements</li> <li>• Learning styles</li> <li>• Working well and celebrating achievement with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier lifestyle choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety/safety with</li> </ul>

(age 5 – 6)	<ul style="list-style-type: none"> <li>• Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• in everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Tackling new challenges</li> <li>• Identifying and overcoming obstacles</li> <li>• Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>• male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> </ul>	<ul style="list-style-type: none"> <li>• household items</li> <li>• Road safety</li> <li>• Linking health and happiness</li> </ul>
Year 2 (age 6 – 7)	<ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co-operation</li> <li>• Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing food</li> </ul>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Being Me in My World	Celebrating Differences	Relationships (RSE)	Dreams and goals	Changing Me (RSE)	Healthy Me
PREP	Year 3 (age 7 – 8)	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>

	Year 4 (age 8 – 9)	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities, and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Environmental change</li> <li>• Preparing for transition</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>
<b>PREP</b>	Year 5 (age 9 – 10)	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices <ul style="list-style-type: none"> <li>• Motivation and behaviour</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• SMART internet safety rules</li> </ul>		<ul style="list-style-type: none"> <li>• Coping with change</li> </ul>	
<b>PREP</b>	Year 6 (age 10 – 11)	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences, and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflections about change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends/girlfriends</li> <li>• Sexting</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including ‘county lines’ and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Relationships (RSE)</b>	<b>Dreams and Goals</b>	<b>Changing Me</b>	<b>Healthy Me</b>
<b>SENIORS</b>	Year 7 (age 11-12)	<ul style="list-style-type: none"> <li>Who am I?</li> <li>My influences</li> <li>Peer pressure</li> <li>Online identity</li> <li>Consequences and online legislation</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying</li> <li>Prejudice &amp; discrimination</li> <li>Equality Act</li> <li>Bystanders</li> <li>Stereotyping</li> <li>Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships</li> <li>Consent</li> <li>Supportive relationships</li> <li>Emotions within friendships</li> <li>Being discerning</li> <li>Assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Identifying dreams &amp; goals</li> <li>Achieving my dreams &amp; goals</li> <li>Coping Strategies</li> <li>Overcoming challenges</li> <li>Planning skills</li> <li>Safe &amp; unsafe choices</li> <li>Emergency first aid</li> </ul>	<ul style="list-style-type: none"> <li>My changing body</li> <li>Having a baby</li> <li>Types of relationships</li> <li>Happiness and intimate relationships</li> <li>Image and self-esteem</li> <li>My changing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Stress and anxiety</li> <li>Managing mental health</li> <li>Substances</li> <li>Healthy lifestyle choices: Good nutrition, exercise and sleep</li> <li>Vaccination and immunisation</li> <li>The importance of information when making health choices</li> </ul>
<b>SENIORS</b>	Year 8	<ul style="list-style-type: none"> <li>Who am I?</li> <li>My family</li> <li>Family Factors</li> </ul>	<ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Inequality</li> <li>When things go right</li> </ul>	<ul style="list-style-type: none"> <li>Being in control of myself</li> <li>My relationships</li> <li>My personal space</li> </ul>	<ul style="list-style-type: none"> <li>Long-term goals</li> <li>Money and happiness</li> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Different types of relationships</li> <li>Looks and smiles</li> </ul>	<ul style="list-style-type: none"> <li>My health</li> <li>Healthy choices on managing stress</li> </ul>

	(age 12-13)	<ul style="list-style-type: none"> <li>• First impressions</li> <li>• Faith and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Making a difference</li> </ul>	<ul style="list-style-type: none"> <li>• My social media</li> <li>• Managing control and coercion in relationships</li> <li>• Personal space, online etiquette, online privacy and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• Money and earnings</li> <li>• The price of life</li> </ul>	<ul style="list-style-type: none"> <li>• Legal status of relationships</li> <li>• Behaviours in healthy and unhealthy romantic relationships</li> <li>• Pornography</li> <li>• Alcohol and risk</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices on managing substances</li> <li>• Legislation associated with substances</li> <li>• Exploitation and substances</li> <li>• Medicine, vaccinations, immunisation</li> </ul>
<b>SENIORS</b>	Year 9 (13-14)	<ul style="list-style-type: none"> <li>• Being 'me' in a group</li> <li>• Expectations and perceptions</li> <li>• Peer approval</li> <li>• Risks</li> <li>• Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Protected characteristics</li> <li>• Equality Act</li> <li>• Understanding difference</li> <li>• Positive and negative language, banter and bullying</li> <li>• Direct and indirect discrimination,</li> <li>• Prejudice, discrimination and stereotyping behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Power and control</li> <li>• The importance of sexual consent, assertiveness skills, sex and the law, pornography, and stereotypes</li> <li>• Contraception choices, family planning, STI's</li> <li>• Consequences of unprotected sex</li> <li>• Support and advice services</li> </ul>	<ul style="list-style-type: none"> <li>• Personal strengths</li> <li>• Health goals</li> <li>• SMART planning</li> <li>• Mental health &amp; illness</li> <li>• My dreams for life</li> <li>• Media manipulation</li> <li>• Self-harm, anxiety disorders, eating disorders, depression.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Change and emotions</li> <li>• Sleep</li> <li>• Resilience</li> <li>• Changing and Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Making healthy choices</li> <li>• Alcohol</li> <li>• Substances</li> <li>• Life-saving skills</li> <li>• Effect of substances</li> </ul>

SENIORS	Year 10 (14-15)	<ul style="list-style-type: none"> <li>Liberty and safety</li> <li>Stages of grief, loss and bereavement</li> <li>Social media and culture</li> <li>Use of online data, threats to online safety, online identity</li> <li>Assessing and managing risk</li> </ul>	<ul style="list-style-type: none"> <li>Equality including in the workplace, in society and in relationships</li> <li>Multicultural society</li> <li>Power and control</li> <li>Challenging inequality</li> </ul>	<ul style="list-style-type: none"> <li>Sustaining long-term relationships</li> <li>Ending relationships safely</li> <li>Consequences of relationships ending</li> <li>Divorce and separation</li> <li>Abusive relationships</li> <li>Legislation, support, and advice</li> </ul>	<ul style="list-style-type: none"> <li>Impact of physical health in reaching goals</li> <li>Relationships and reaching goals</li> <li>Work/life balance, connections, and impact on mental health</li> </ul>	<ul style="list-style-type: none"> <li>Changing society</li> <li>Managing change and decision making</li> <li>Gender identity, the spectrum of sexuality</li> <li>Stereotypes in romantic relationships</li> <li>Physical and emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>My health MOT</li> <li>Protecting my health</li> <li>Extraordinary bodies</li> <li>Diseases, treatments and lifestyle choices</li> </ul>
SENIORS	Year 11 (15-16)	<ul style="list-style-type: none"> <li>Careers Education including careers clinics, interview workshop and mock interviews</li> <li>Becoming an adult</li> <li>Relationships, me, the</li> </ul>	<p>Note: The year 11 SOW is compressed over 4 terms due to exams.</p>	<ul style="list-style-type: none"> <li>Intimate romantic relationships</li> <li>Gender diversity and sexuality</li> <li>Coming Out as LGBT+</li> <li>Imbalance of power</li> <li>Honour-based violence, FGM</li> <li>Stages of relationships</li> </ul>	<ul style="list-style-type: none"> <li>Aspiration</li> <li>Skills identification</li> <li>Realistic goals</li> <li>Gambling, financial pressure, debt,</li> <li>Dream jobs, skill set, education,</li> </ul>		<ul style="list-style-type: none"> <li>Managing anxiety and stress</li> <li>Exam pressure</li> <li>Concentration strategies</li> <li>Work- life balance</li> <li>Sexual health, hygiene, self-examination</li> <li>Pregnancy &amp; choice</li> </ul>

		<p>internet and the law</p> <ul style="list-style-type: none"> <li>• Emergency situations</li> </ul>		<ul style="list-style-type: none"> <li>• Safely ending relationships</li> <li>• Spectrum of gender and sexuality</li> <li>• LGBT+ rights and protection under the Equality Act</li> <li>• LGBT+ media stereotypes</li> <li>• Power, control and type of abuses</li> <li>• Sources of support</li> </ul>	<p>and training options</p> <ul style="list-style-type: none"> <li>• Long term relationship dreams and goals</li> <li>• Parenting skills and challenges</li> <li>• Resilience - what to do when things go wrong</li> </ul>		<ul style="list-style-type: none"> <li>• Identifying a range of health risks and strategies for staying safe</li> </ul>
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