WELLS
CATHEDRAL SCHOOL

Senior School PSHE Policy (including Relationships Education, Relationships and RSE and Health Education)

PSHE Policy

Policy Content and Rationale

This policy covers our school's approach to teaching PSHE education and has been written to sit alongside our school ethos. It has been reviewed and updated with some consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn.

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.' (PSHE Association 2017)

'PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives'. (PSHE Association 2017)

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice Wells Cathedral School is a member of the PSHE Association and uses the Programme of Study Key Stages 1-5 and Scheme of Work Planning Toolkits (Key Stages 1-5) to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in **Section 78 of the Education**

Act 2002, and its statutory safeguarding responsibilities, in line with the statutory guidance that schools *'should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum'.*

Our planning has been reviewed and developed accordingly to effectively meet the new Statutory Guidance for RSE, Relationships Education and Health Education requirements. It is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Our school motto 'Esto Quod Es' and our core values (Creativity, Aspiration, Responsibility, Endeavour) are central to each core theme. The core themes are also enriched and enhanced during assemblies, whole school services, events, as well as through a cross-curricular approach.

Policy Availability
Parents and Carers can access the PSHE policy on our school portal and on the School website. A printed format is also available on request.

Relationshships Education and Relationships and Sex Education (RSE)
The Relationships Education, RSE, and Health Education regulations 2019 have made Relationships and Sex Education compulsory in all secondary schools. RSE will focus on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sexual activity, and learning about human sexuality and sexual health. The RSE Programme is a partnership between home and school, with Wells teaching aspects across the curriculum including in Science, RPE, and as part of Personal, Social, Health Education (PSHE).

Under the Equalities Act 2010 the School has a wider responsibility to strive to do the best for all pupils. Wells recognises that pupils will have different abilities and needs based upon their emotional and physical development, sex, sexual orientation, gender identity, ethnic or natural origin, life experiences, faith or culture as well as literacy levels and learning difficulties. RSE is a key part of ensuring we meet our safeguarding obligations to our pupils and the RSE programme at Wells is based on: the Relationship and Sex Education and Health Education 2020 (by DfE), advice from Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk), to ensure it is taught to meet current relevant legislation and pupils needs.

Wells provides an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building

positive, enjoyable, respectful and non exploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Wells and prepares them for the opportunities, responsibilities and experiences of adult life. In the Senior School the Head of PSHE is responsible for developing the RSE curriculum and delivering subject content to pupils in Years 9-12. They are supported by a trained member of staff who teaches RSE within PSHE to pupils in Years 7-8.

The RSE content delivered in Key Stages 3-5 builds on that content covered in the Junior School. Key Stage 3/4/5 content fits within the guidelines for the Key Stage 3-4 Science Curriculum and PSHE Association Guidelines. KS5 builds on content covered in Key Stage 3 and 4 and prepares pupils for life after Wells.

Specific issues covered in the Senior School RSE curriculum:

Families	Pupils should know ● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	Pupils should know ● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or

	encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable. ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and Media	Pupils should know ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● what to do and where to get support to report material or manage issues online. ● the impact of viewing harmful content. ● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● how information and data is generated, collected, shared and used online.
Being safe	Pupils should know ● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● how people can actively communicate and recognise consent

	from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know ● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● that they have a choice to delay sex or to enjoy intimacy without sex. ● the facts about the full range of contraceptive choices, efficacy and options available. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour. ● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Parents have the right to withdraw their children from some or all of sex education delivered as part of the RSE programme. Parents wishing to withdraw their child should contact the Deputy Head (Academic) who will meet with them to discuss their request. The aim of this discussion is to ensure that parental wishes are understood and to clarify the nature and purpose of the curriculum. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils that are withdrawn from the curriculum will

receive a purposeful education during the period from which they are withdrawn from PSHE/RSE lessons.

Policy Aims, Objectives and Learning Outcomes
We aim to ensure lessons with clear learning objectives and learning outcomes and note that knowledge is necessary but when the 'crunch moment' comes it is the skills that are essential. Our PSHE programme gives opportunities for numerous activities to appeal to a variety of learning styles (inclusivity) such as group discussion, debate, role play, real-life scenarios, reflection, presentation and effective teamwork.

We use the PSHE Association 10 key principles for effective practice in PSHE education and also effective prevention education.

Our aim is to provide pupils with:
- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to love healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

The PSHE programme is underpinned by our responsibility to make a difference and to enable the next generation to grow up bright, balanced, articulate, resilient and prepared for the challenges that the 21st century will bring. We aim to develop children who are well-rounded individuals, thoughtful, sensitive, flexible, creative, and proactive - children who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. If our children are to succeed in the increasingly complex, fluid and rapidly evolving world, they need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education. Active, transferable skills-based learning, which engages and challenges children's thinking using real-life and imaginary situations and 'being alive' to what is going on though discovery, application and communication is crucial and we believe will serve them much better in life.

Planning
Through our PSHE education, pupils are given the opportunity to explore their attitudes, values and beliefs as well as developing the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

To support our pupils thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, the following overarching concepts are developed through our planning:

Overarching concepts developed through the Programme of Study – *Source PSHE Programme of Study Key Stages 1-5*
1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online) 2. Relationships (including different types and in different settings, including online) 3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) 4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world 5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) 6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) 7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) 8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes) 9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study- *Source PSHE Programme of Study Key Stages 1-5*

Personal effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set1 and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)

evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	Leadership skills Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above) – Source PSHE Programme of Study Key Stages 1–5
1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

Timetabling

At Wells Cathedral School School PSHE is delivered as both a discrete subject, with its own allocated curriculum time along with other mapped and opportunistic opportunities as provided via assemblies, contributions to SMSC from other curriculum areas and discrete topic/issue interventions. We provide a spiral programme where prior learning is revisited, reinforced and extended in age-and –stage-appropriate contexts.

At EYFS and Key Stage 1 the programme is led and taught by the Head of Pre-Prep and Deputy DSL, at Key Stage 2 it is led and taught by the Head of Prep School/Deputy DSL/Head of PSHE and in the Senior School all timetabled lessons are taught by the Head of PSHE with support from other subject specialists on topics such as Financial Literacy and Careers. Visitors to the classroom also bring their expertise or personal stories to enrich pupil's learning. However, this is always managed by the teacher who ensures that learning objectives and outcomes have been agreed with the visitor in advance, and all materials used in delivery will be shown

to and approved by the Head of PSHE ahead of any visits. Any input from visitors is part of a planned, developmental programme.

Creating a Safe and Supportive Learning Environment/Confidentiality and Disclosures/Responding to Pupils' questions

We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Entitlement and Equality of Opportunity

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to RSE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted. We promote diversity and inclusion and expect our pupils to consider others' needs. We use PSHE education as a way to address diversity issues. All our teaching is sensitive and age-appropriate in approach and we have ensured that when pupils are taught about LGBT this content is fully integrated into the curriculum rather than this existing as a standalone unit or lessons.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly' connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored in the context of both.

Teaching and Learning

The awareness of our pupils' PSHE needs permeates every aspect of school life and the skills learnt are fully transferable across the subjects. Their teaching and learning in this area cannot be left to chance and is co-ordinated as an explicit part of our school's whole curriculum. We ensure that our children are encouraged to develop their spiritual, moral, cultural, social, mental and physical development. We strive to prepare our children for the opportunities, responsibilities and experiences of later life. Key areas that challenge children are considered such as physical and mental health, emotional well-being, social and economic well-being and

protection from harm and neglect. We also concentrate on promoting community cohesion at both local, national and international level in charity work and through topics. Above all, we endeavour to provide a thorough 'life skills' programme that allows children to enjoy their lives and make positive contributions to our society.

Principles and Methodology

Where possible, new topics start by determining pupils' prior knowledge. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning. The programme is taught through a range of teaching methods. The curriculum content is delivered in a non-judgemental, factual way that allows pupils to ask questions, whether this be publicly or anonymously.

Reflection and Assessment

We aim to make effective use of a range of assessment techniques to collect evidence of pupil learning and to demonstrate progress in PSHE. "It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning." (PSHE Association). This enables us to demonstrate the impact that our Life skills programme is having for pupils and for whole school outcomes in terms of personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

At the end of each lesson or activity there is a learning check plenary where children can reflect on how much progress they have made from the beginning of the lesson.
- how far the individual child thinks they have travelled
- what has helped them progress
- what else do they need to do to improve

This assessment can be achieved and evidenced through self-assessment, peer assessment or teacher assessment - or a combination of all three (e.g. questioning, blob tree, mind-mapping, debating, think-pair-share, know-think-they know, brainstorming, graffiti walls, sorting activities, games, quiz, draw- and writes)

Appendices:
Appendix 1 – The core themes and learning opportunities for Key Stages 3–5

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:
1. self-concept
2. Mental health and emotional wellbeing
3. Healthy lifestyles
4. Health related decisions
5. Drugs, alcohol and tobacco
6. Managing risks and personal safety
7. Puberty and sexual health
8. Sexual health and fertility

Key Stage 3

Core Theme 1. Health and wellbeing

Pupils should have the opportunity to learn:

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

H4. simple strategies to help build resilience to negative opinions, judgements and comments

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that

might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

Key Stage 4
CORE THEME 1: Health and wellbeing

Building on Key Stage 3, pupils should have the opportunity to learn:

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful

behaviours

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others

H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

H27. about specific STIs, their treatment and how to reduce the risk of transmission

H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)

H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

H30. about healthy pregnancy and how lifestyle choices affect a developing foetus

H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors

H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Key Stage 5
CORE THEME 1: Health and wellbeing

Building on Key Stage 4, pupils should have the opportunity to learn:
H1. skills and strategies to confidently manage transitional life phases

H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure

H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress

and anxiety

H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]

H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing

H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening

H9. to consistently access reliable sources of information and evaluate media messages about health

H10. how to register with and access health services in new locations

H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'

H12. how to maintain a healthy diet, especially on a budget

H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it

H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely

H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements

H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships

H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

H21. to manage alcohol and drug use in relation to immediate and long-term health

H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

H24. the risks of being a passenger with an intoxicated driver and ways to manage this

CORE THEME 2: RELATIONSHIPS EDUCATION

This core theme focuses on:
1. Positive relationships
2. Relationship values
3. Forming and maintaining respectful relationships
4. Contraception and parenthood
5. Bullying, abuse and discrimintation
6. Social influences

Key Stage 3
Core Theme 2. Relationships Education

Pupils should have the opportunity to learn:
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
R9. to clarify and develop personal values in friendships, love and sexual relationships
R10. the importance of trust in relationships and the behaviours that can undermine or build trust
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex#
R13. how to safely and responsibly form, maintain and manage positive relationships, including online
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
R15. to further develop and rehearse the skills of team working
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and

physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Key Stage 4
CORE THEME 2: Relationships Education

Building on Key Stage 3, pupils should have the opportunity to learn:

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing

difficulties

R18. about the concept of consent in maturing relationships

R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

Key Stage 5
CORE THEME 2: Relationships Education

Building on Key Stage 4, pupils should have the opportunity to learn:
R1. how to articulate their relationship values and to apply them in different types of relationships
R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
R4. to manage mature friendships, including making friends in new places
R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
R8. to use constructive dialogue to support relationships and negotiate difficulties
R9. to manage the ending of relationships safely and respectfully, including online
R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
R16. how to effectively use different contraceptives, including how and where to access them
R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
R22. to understand their rights in relation to harassment (including online) and stalking, how

to respond and how to access support
R23. strategies to recognise, de-escalate and exit aggressive social situations
R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

CORE THEME 3: LIVING IN THE WIDER WORLD - (ECONOMIC WELL BEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:
1. Learning skills
2. Choices and pathways
3. Work and career
4. Employment rights and responsibilities
5. Financial choices
6. Media literacy and digital resilience
7. the part that money plays in people's lives
8. a basic understanding of enterprise

Key Stage 3

Core Theme 3. Living in the wider world

Pupils should have the opportunity to learn:
L1. study, organisational, research and presentation skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them
L3. to set realistic yet ambitious targets and goals
L4. the skills and attributes that employers value
L5. the skills and qualities required to engage in enterprise
L6. the importance and benefits of being a lifelong learner
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
L12. about different work roles and career pathways, including clarifying their own early

aspirations
L13. about young people's employment rights and responsibilities
L14. to manage emotions in relation to future employment
L15. to assess and manage risk in relation to financial decisions that young people might make
L16. about values and attitudes relating to finance, including debt
L17. to manage emotions in relation to money
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Key Stage 4
CORE THEME 3: Living in the wider world

Building on Key Stage 3, pupils should have the opportunity to learn:
L1. to evaluate and further develop their study and employability skills
L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L4. about the range of opportunities available to them for career progression, including in education, training and employment
L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

L7. about the labour market, local, national and international employment opportunities

L8. about employment sectors and types, and changing patterns of employment

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L11. the benefits and challenges of cultivating career opportunities online

L12. strategies to manage their online presence and its impact on career opportunities

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures

L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken

L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

L16. how to effectively budget, including the benefits of saving

L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks

L18. to recognise and manage the range of influences on their financial decisions

L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

L20. the skills to challenge or seek support for financial exploitation in different contexts including online

L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Key Stage 5
CORE THEME 3: Living in the wider world

Building on Key Stage 4, pupils should have the opportunity to learn:
L1. to be enterprising in life and work
L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
L4. the implications of the global market for their future choices in education and employment
L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
L7. how to recognise career possibilities in a global economy
L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
L14. to understand and manage salary deductions including taxation, national insurance and pensions
L15. to evaluate savings options
L16. to exercise consumer rights, including resolving disputes and accessing appropriate support
L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications
L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
L21. to effectively challenge online content that adversely affects their personal or professional reputation
L22. to build and maintain a positive professional online presence, using a range of technologies
L23. how social media can expand, limit or distort perspectives and recognise how content

they create and share may contribute to, or challenge this
L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

Appendix 2- Schemes of work for Key Stage 3-5

Year 7 PSHE Lesson Overview

MICHAELMAS	
Theme: Transition and Safety	
Lesson Number	**Lesson Title**
1:	Establishing Ground Rules
- creating class contracts/ground rules - exploring support networks at WCS and supporting transition to Senior School	
2:	Clarifying core values
- identifying core values, using examples of role models, organisations, British values and the school values C, A, R, E - how identity and values can support goal setting for the future	
3:	Safety and independence
- reflection on transition and first term as part of the senior school community - consideration of link between safety, trust, independence and responsibility - Safety in the context of increased independence, including travelling to school or in unsupervised settings - How to access emergency support	
ADVENT	
Theme: Empathy, compassion, communication	
1:	You've got a friend in me
- skills to make and maintain new friendships - how to empathise with, and show compassion for peers - to recognise loneliness and isolation, and strategies to include others	
2:	Kindness is key (including anti-bullying week and int. day of kindness)
- to recognise bullying in all its forms - strategies for challenging bullying, including online	

- how and where to communicate concerns about friendships and bullying, including online	
3:	Know your rights
- expectation that in school and wider society they will be treated with respect and should show due respect to others - legal rights and responsibilities regarding equality - about rights, responsibilities and how to respect and advocate for them, including online - about the relationship between personal boundaries and human rights	

EPIPHANY

Theme: Managing emotions, wellbeing

1:	EQ > IQ?
- how to recognise, express and manage emotions to promote daily wellbeing - how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health - ways to develop self-confidence and feelings of self-worth	
2:	5 Ways to Wellbeing
- characteristics of a healthy lifestyle including diet and exercise choices - the positive associations between exercise and mental wellbeing - link between connections and happiness - about the importance of sleep and maintaining healthy sleep habits - how to make healthy and informed decisions about maintaining hygiene and dental health	
3:	Looking after yourself
- personal safety, including online safety - link to safer internet day Feb - how to identify harmful behaviours online and how to report and find support if affected - how information online is generated, collected and shared and how to protect personal information	

LENT

Theme: Self-concept, puberty, relationships

1:	Everybody's changing
- about the physical changes that occur during puberty, the changing adolescent body and menstrual wellbeing	

	- about the impact of puberty on emotional wellbeing and self- concept, and ways to manage this	
2:	Social media and self esteem	
	- how to manage influences on body satisfaction e.g. online media - similarities and differences between the online and physical world - potential for unhealthy or obsessive comparison with others online and being aware of 'highlight reels'	
3:	Healthy relationships	
	- how to assertively communicate and negotiate boundaries with friends and in other relationships, including online - about the importance of consent - about different types of committed, stable relationships - practical steps that can be taken to improve or support respectful relationships	
WHITSUN		
THEME: Study skills, mental wellbeing, strengths		
1:	Balance is key	
	- about the link between physical and mental wellbeing - about the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise and online activities	
2:	WOOP goal setting	
	- study skills and aspirational goal setting using 'WOOP' - consideration of what is meant by 'success' and how a process, not outcome-driven approach can lead to more positive results	
(3):	Make your own luck	
TRINITY		
THEME: Personal safety		
1:	Risky business	
	- how to manage peer influence in relation to risky behaviours - skills and strategies to make responsible decisions	
2:	First aid	
	- how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries - to assess when to contact emergency services	

Year 8 PSHE Lesson Overview

MICHAELMAS	
Theme: Identity, values, digital presence	
Lesson Number	**Lesson Topic**
1:	Establishing ground rules and introducing identity
- creating class contracts/ground rules - development of self awareness through exploring factors contributing to personal identity	
2:	Our online lives
- how identity and values can support goal setting for the future - strategies to maintain a positive presence online, alignment with 'true' identity - how information and data is generated, collected, shared and used online - that the same expectations of behaviour apply on and offline	
3:	Being a critical consumer
- that information online can be manipulated, misrepresented or fake - how to critically analyse different sources of information - how to assess the reliability of media sources and critique social media content	
ADVENT	
Theme: Empathy, compassion, respect	
1:	E, D, I
- about the importance of equality and diversity and how to celebrate these, not just tolerate them - how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others	
2:	Power of Perception
- how to recognise and challenge stereotypes - the impact of stereotypes on perceptions of others and how stereotypes can cause damage and encourage prejudice - strategies to communicate concerns about, and challenge, prejudice and discrimination	
3:	Kindness is key
- to recognise bullying in all its forms - strategies for challenging bullying, including online - how and where to communicate concerns about friendships and bullying, including online	
EPIPHANY	
Theme: Positive relationships	

1:	Healthy relationships

- about the features of healthy and unhealthy relationships, including online
- how to maintain respectful relationships, including online
- about sexual orientation, gender identity and diversity in sexual attraction
- about different types of relationships and families

2:	Boundaries

- how to assertively communicate and negotiate boundaries in relationships
- how consent can be actively communicate and recognised
- the concepts of and laws relating to consent, exploitation, abuse, grooming, coercion, harassment

3:	Communication

- skills and strategies to manage conflict
- how to discuss emotions accurately and sensitively
- about sources of support and how to access them

LENT

Theme: Goal setting and the wider world

1:	Play to your strengths

- how to develop self-awareness by identifying personal and academic strengths and interests
- to increase motivation by setting aspirational goals
- consideration of what is meant by 'success'

2:	Future directions

- about different careers and routes to employment
- about study skills and the importance and benefits of being a lifelong learner
- about the skills and attributes that employers value
- to recognise and challenge stereotypes and family/cultural expectations that may limit aspirations

3:	Money business

- understand concept of budgeting and risk management with regard to financial decisions that young people might make
- influence of advertising on financial decisions
- recognising financial exploitation

WHITSUN

THEME: Agency, influence, decision making

1:	Peer influence

- about peer influence and strategies for managing it, including online
- the positive role peers can play in supporting one another
- about strategies to manage the generation of pressure by a need for peer approval

2:	Making good decisions - who's judging?

- intrinsic/extrinsic motivation and consideration of consequences
- critical evaluation of how something one might do can positively or negatively affect others
- self concept and how it influences our behaviours
- acting in accordance with values

(3):	Exam week

TRINITY

THEME: Mental wellbeing

1:	Move for your mind

- how to recognise early signs of mental wellbeing concerns and common types of mental ill health
- about attitudes towards mental health and how to challenge myths and stigma
- benefits of physical activity, time outdoors on mental wellbeing
- exercise a means to boost mental wellbeing and combat stress

2:	Looking after yourself

- characteristics and evidence of what constitutes a healthy lifestyle with regard to activity, diet, dental hygiene
- how to recognise and manage influences and make healthy, informed decisions about maintaining physical health
- how to access appropriate support in relation to mental and physical health

MICHAELMAS	
Theme: Identity, goal setting, values	
Lesson Number	**Lesson Topic**
1:	Establishing ground rules
- creating class contracts/ground rules - creating wellbeing trackers and considering factors that contribute to wellbeing	
2:	Our online lives
- self awareness through exploring personal identity and identifying core values, using British values, school values of C, A, R, E and role model/organisational values - alignment of personal values with online identity - how identity and values can support goal setting for the future, (touch on GCSE choices here but only briefly) - similarities between online and physical world	
3:	What's important?
- in pairs/small grounds research a charity, movement or cause that aligns with the values you think are important - choose a way to share this, it may be an infographic, article, short video or tedTalk style presentation	
ADVENT	
Theme: Friendships, decision making, managing risk	
1:	Communication is key
- the link between happiness and being connected to others - characteristics of positive and healthy friendships - how to manage difficulties and challenges in friendships, including online	
2:	Make your own decisions
- consideration of peer and external influence, when it can be positive and negative - how to assertively communicate values and beliefs in challenging situations - strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime - Link to Anti-Bullying week - 'be an upstander' and 'one kind word'	
3:	Understanding substance misuse
- to evaluate attitudes and social norms in relation to substance use - the risks and consequences of substance misuse	

- exit strategies in risky or dangerous situations and how to access support	

EPIPHANY

Theme: Positive relationships

1:	Healthy relationships

- about the features of healthy, intimate relationships
- how to recognise healthy and unhealthy relationship behaviours
- concepts and laws related to consent, harassment, abuse and exploitation
- how to recognise and communicate consent and its withdrawal
- about personal values and their influence on relationship expectations

2:	Families and parenthood

- that there are different types of committed, stable relationships and how these might contribute to human happiness
- about stable, committed relationships and features of family life
- characteristics and legal status of long-term relationships and marriage
- roles and responsibilities of parents with respect to raising children

3:	Relationships and the media

- about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations
- similarities and difference between online world and physical world

LENT

Theme: Sexual health, personal safety

1:	Sexual health

- how to make informed decisions about sexual health and access reliable advice and support
- about sexually transmitted infections and how to reduce chances of transmission
- facts about reproductive health including fertility
- that all aspects of health can be affected by choices they made in intimate relationships, positively and negatively

2:	Contraception and pregnancy

- that laws surrounding age of consent
- identifying sexual pressure, resisting pressure and not pressuring others
- how use of alcohol and drugs can lead to risky sexual behaviour
- the facts about the full range of contraceptive choices, efficacy and options available

-	about the consequences of unintended pregnancy and how to access appropriate support
3:	Health and Safety
-	about health prevention measures, cancer awareness and the importance of self-examination - to revisit and further develop first aid and life-saving skills

WHITSUN
THEME: Online safety, mental wellbeing
1:   Looking after yourself online
- impact of social media and unhealthy comparison on self esteem - identification of harmful behaviours online - how information is collected and shared and keeping personal information private - to build digital resilience for emotional wellbeing`
2:   Healthy coping strategies
- identifying early signs of mental wellbeing concerns and discussion of stigma surrounding mental health issues - about maintaining mental health and emotional wellbeing, including healthy coping strategies - to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders - how to access help and support in relation to mental health and emotional wellbeing
(3):   Extension of work surrounding dealing with stress
TRINITY
THEME: Preparing for change, life skills
1 & 2   Enterprise challenge
- skills for enterprise and employability - skills to improve adaptability and resilience during periods of change or transition and strategies to manage change - about the importance of skills for employability, e.g. leadership, teamwork and presentation skills - how to create and present a positive personal image and a positive online presence

	– how to assess and evaluate strengths to set realistic, aspirational goals

Year 11 PSHE Lesson Overview

MICHAELMAS	
Theme: Values, healthy relationships, communication	
Lesson Number	**Lesson Topic**
1:	Establishing ground rules and establishing need
– creating class contracts/ground rules – creating wellbeing trackers and considering factors that contribute to wellbeing – survey to establish need from PSHE lessons this year, discussion surrounding what pupils want from the course to inform planning	
2:	Our Online Lives
– self awareness through exploring personal identity and identifying core values – online activity and the impact on self-esteem, alignment between online and offline activities – similarities between online world and physical world and impact of this, including: comparison with 'highlight reels', overreliance on social media and the effects of anonymity on social media platforms	
3:	Building and maintaining positive relationships
– characteristics of positive and healthy relationships including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent – consideration of different types of committed, stable relationships and how these contribute to happiness – practical steps that can be taken to improve or support respectful relationships – management of conflict, reconciliation and ending relationships – to respect diversity in gender identity, sexual orientation, faith, race and disability – about rights, roles and responsibilities in a diverse society and how to respect and advocate for them	
ADVENT	
Theme: Agency, influence, decision making in relationships	
1:	Sex in the media and online influences
– the impact of heteronormative representation in the media and how stereotypes, in particular those based on sex, gender, sexual orientation can cause damage – consider sex education and 'the love island effect'	

- exploration of how to evaluate and manage the impact of pornography and other sexually explicit material
- the impact of viewing harmful content, how to identify harmful behaviours online and what to do and where to get support to report material or manage issues online

2:	Recognising abuse and harassment

- what constitutes sexual harassment - everyone's invited, and sexual violence and how to recognise and challenge harassing behaviour
- recognising that types of behaviour within relationships are criminal
- to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online

3:	Risk and substance misuse

- to explore the concept of 'risk taking' behaviours, whether in relation to relationships, personal safety, online risk taking or drug and alcohol consumption – discuss driving and road safety
- link between drug/alcohol misuse and other risk-taking behaviours/risks
- include discussion of when risk taking can be positive
- laws relating supply and possession of illegal substances
- alcohol consumption and dependency

EPIPHANY

Theme: Sexual health, parenthood

1:	Intimate relationships

- to recognise the importance of respect, pleasure and equity in intimate relationships
- the impact that choices in sex and relationships can have on all aspects of health
- that individuals have a choice to delay sex or enjoy intimacy without sex

2:	Sexual health and contraception

- ways to effectively choose, negotiate and use contraception and maintain sexual health
- about sexual health services, locally, nationally and online, and how to use and access them
- how different STIs are transmitted, risk reduction through practising safer sex and importance of testing as well as on the impact on those who contract them

3:	Parenthood and family

- about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents
- how to identify and evaluate parenting skills and assess readiness for parenthood
- to recognise that fertility changes over time and evaluate the implications of this

- to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy - how to access appropriate advice and support in relation to pregnancy, including miscarriage	

LENT

Theme: Wellbeing

1:	Mental and physical health

- how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures
- recognising early signs of mental wellbeing concerns
- positive associations between physical activity and promotion of mental wellbeing

2:	Exam wellbeing and managing stress

- characteristics of what constitutes a healthy lifestyle and how exams can be an obstacle to this
- importance of good quality sleep for good health and effective learning/revision
- strategies for dealing with exam stress

3:	Healthy coping strategies and preparing for challenge

- identification of healthy and unhealthy coping strategies and toolkits for dealing with challenge
- growth mindset and consideration of progression beyond GCSEs, seeing the bigger picture

Other relevant resources and school policies:

Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education – GOV.UK

JS Spiritual, Moral, Social and Cultural Education Policy

WS Child Protection and Safeguarding Policy

WS Code of Conduct Staff

[SS Behaviour Management Policy](#)

[WS eSafety Policy](#)

[WS Social Networking Policy](#)

[WS Accessibility Plan](#)

[WS Equal Opportunities Policy](#)

[WS Visiting Speaker Policy and Procedures](#)

:[WS Alcohol & Drugs Misuse Policy](#)

[WS Permanent Exclusion (Expulsion) Policy](#)

[WS Independent Listener Policy](#)