

RELATIONSHIP, SEXUAL AND HEALTH EDUCATION POLICY

SOCIAL DEVELOPMENT

SCHEME OF WORK

PSHE/RSE Lead Tutor
Planning and Policy updates
PSHE/RSE Support

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Policy Aims: To communicate clearly to staff, parents, visitors and pupils how Relationships and Sex education will be delivered at The Drive using the DfE's statutory guidance on 'Relationships and Sex Education (RSE) and Health Education' The RSE curriculum is designed to meet the requirements of [KCSIE \(Keeping Children Safe in Education\)](#) statutory guidance.

Aims of Relationships and Sex education: We believe that Relationships and Sex education is an educational entitlement of all pupils from Primary age to adulthood. We have a joint responsibility with parents for including relationship and sexual matters as part of our pupils' education pathway.

In partnership with parents, we aim to:

- Provide support and information for young people and their parents/families so that we are on a shared journey.
- Promote pupils' self-esteem and their emotional well-being.
- Encourage respect and consideration for others.
- Encourage personal responsibility for behaviour.

We recognise that as teachers we can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The School's RSE provision is part of a whole school approach to safeguarding. The Drive complies with the DfE's statutory guidance on 'Relationships and Sex and Health Education (RSHE)' and observes new guidance.

Our DSL/Deputy Head is also our PSHE teacher who works in close collaboration with the Headteacher to ensure clear communication in shaping our RSHE provision.

Relationships, Sex and Health education encourages pupils to manage their lives in a responsible and healthy way. RSHE is part of our PSHE curriculum and intends to provide children and young people with the knowledge about how to keep safe and healthy. It is important that our children and young people manage their academic, health and social lives positively. It stresses the importance of a stable family life, safety in forming and maintaining healthy relationships because unstable relationships may affect physical and mental health. The education provided is age appropriate and developmentally appropriate and is taught with respect to the backgrounds and beliefs of pupils and parents, providing pupils with the knowledge they need.

Sex Education, as part of Relationships, Sex Education and Health, includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as further safeguarding issues and the use of technology.

Primary Years.

We will deliver a graduated, age-appropriate programme of Relationships Education taking into account that children of the same age may be developmentally at different stages.

Teachers should take account of these differences (including special educational needs or disabilities) as they can lead to differing types of questions or behaviours. We will consider what is appropriate and inappropriate in the course of the delivery of the programme. Parents' views will always be respected and Parents/Carers will not need to give a reason for withdrawal of their child from these sessions.

Secondary Years

a) 11-13yrs Healthy and Unhealthy Relationships (including consent), Gender Roles, Role Models, Dealing with Confrontation, Menstruation, Introduction to Digital Relationships, Masculinity, Empathy Workshops.

b) 14-15yrs Condoms, Contraception, Sex and the Law (including consent), Sexual Health, Gender identity, Digital Relationships Workshop (Pornography, unsolicited images and youth-produced imagery), Privilege & Emotions, Healthy Relationships, Sex and Sexuality, Preventing Gender Based Violence.

c) 15-16yrs Real Life Situations, Consent: Verbal and non-Verbal Clues, Fantasy vs Reality (Internet Pornography), Challenging Stereotypes: Gender and Sexuality, Freedoms and Festivals, Masculinity, Empathy Workshops.

Values and beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

Pupils will be encouraged to develop the following skills:

- Honest communication including managing relationships;
- Assertiveness;
- Informed decision making;
- Recognising and using opportunities to develop a safe and healthy lifestyle.

Relationships and Sex Education is jointly coordinated by the PSHE, Headteacher, and where appropriate Pupils. The DSL/RSE teacher is responsible for the overall planning, implementation and review of the learning.

Delivery is through:

- Planned aspects within Science, PSHE and Religious Education;
- Addressing moral and ethical issues arising from apparently unrelated topics in all curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programmes and therefore not subject to the parental right to withdrawal.
- Tutors of PSHE/RSE will receive appropriate training and ensure staff have a good understanding of this policy.

Moral issues will be explored in discussion time. Where appropriate some information may be shared with single gender groups or with pupils of a different faith. Ideally pupils may opt out of a session and join a group that best fits their gender identity.

The PSHE coordinator; will gather sources of information to share with staff.

Assessment and Evaluation

As well as testing existing knowledge, pupils have an opportunity to highlight any areas they believe need to be covered relating to the needs of the cohort.

Following the RSE sessions pupils may complete a written assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing. They will also have a follow-up discussion session in tutor time using resources provided by the Head of PSHE.

Specific issues

The following issues may occur as part of education. Staff, parents and pupils need to understand the school's procedures.

a) Confidentiality and advice.

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue (for example, if a pupil is considered to be at risk or in danger).

The member of staff will consult with the Deputy Head who is also the DSL, before any decision is made and the pupil concerned will be informed that their disclosure is being

shared with the relevant authorities. Pupils may need support to deal with the outcome of their disclosure. Staff will understand and adhere to the following:

- Disclosure of possible abuse – The school's child protection procedures will be invoked. (see Safeguarding policy).
- Disclosure of pregnancy – It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional. The school will always encourage pupils to talk with their parents first: - pupils should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do then subsequent responsibility lies with the parent(s). - if pupils refuse to tell their parent(s) the adult should refer them to a health professional. The Designated Safeguarding Lead or Deputy Head will consult with the health professional re informing the parent(s).

As part of the Relationships and Sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework. They will be made aware of the difference between fact, opinion and religious belief.

The value of family life is an important aspect, and will be reinforced largely through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

Healthy Relationships. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

E-Safety provision- pupils are taught about online safety, online relationships, sharing and receiving inappropriate photographs. Sexual violence and sexual harassment, sexism, homophobia and stereotypes will be seriously addressed and positive action will be taken to build a culture of respect.

Consideration will be given to those who may be able to support the delivery of the PHSE programme, including parents and health professionals.

Parent Consultation and the right to withdraw their child from sessions

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a child, we ask that they discuss it with the Deputy Head/DSL in the first instance. We will seek to respect the parents' request to withdraw the child until a term before the child turns 16.

Parents are consulted about our RSE/ PSHE policy which is online, with links to appropriate videos, information etc to help continue conversations at home. Parents may contact the school for related discussions at any time.

Parents are directed to our RSE policy along with the PSHE/RSE outlining schemes of work for the year groups and given the opportunity to give feedback directly to the Head of PSHE.

Pupil Consultation

Pupils are regularly surveyed about the content they feel should be included in the PSHE/RSE provision and their feedback is taken into consideration when planning and collating materials.

Pupils have the opportunity to feedback on the sessions attended, and communicate by email or shared document their ideas/thoughts. It is an opportunity for pupils to make suggestions about the PSHE/RSE curriculum, including which topics are covered and when they are covered with different year groups.

Staff are encouraged to attend and observe PSHE/RSE sessions delivered by visiting speakers.

Monitoring and Reviewing this policy.

- a) Relationships and Sex education will be monitored by the Deputy Head/PHSE/DSL
- b) The Headteacher has helped create the policy.
- c) The policy and provision will be reviewed at least annually and will reflect any updates or new advice.
- d) The RSE provision is open to parents and pupils who may want to share thoughts on the curriculum.

[NSPCC-Preventing Abuse](#)

[Disrespect Nobody](#)

Reviewed: December 2024

Next review: December 2025

Proprietor: Nicholas Faulkner

Programme of Study for PSHE Education (KS2-4)

It's now a statutory requirement to teach most of PSHE education. This **statutory content** – often referred to as RSHE – covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 2, 3 to 4.

PSHE education also covers economic wellbeing, careers & enterprise education, and personal safety (including assessing and managing risk). Though not yet statutory, these are vital parts of any school's PSHE curriculum.

We use our Programme of Study to integrate and sequence RSHE and non-statutory content effectively, by key stage, into a coherent PSHE programme tailored to our school.

Learning opportunities for each key stage are spread across three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

The Department for Education (DfE) updated the guidance for implementation and teaching of Personal, Social, Health and Economic Education (PSHE) in February 2020, stating that: “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.

To allow our teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to

provide new standardised frameworks or programmes of study.

PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for our school to tailor our PSHE programme to reflect the needs of our pupils, we use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle (included in our Biology scheme of work)

This Programme of Study sets out learning opportunities for key stage 1 to 4, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING 2: RELATIONSHIPS 3: LIVING IN THE WIDER WORLD 4:PSHE 5: COVERING THE STATUTORY CONTENT The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic well being, as well as in supporting schools to meet the careers education as part of the DfE Careers Strategy. The final section of the Programme of Study sets out the content grids from the Statutory Guidance for Relationships Education, RSE and Health Education, mapped to the Programme of Study, clearly identifying the Programme of Study learning opportunities that address each bullet point from the statutory guidance.

We are committed to our programme of PSHE/RSHE education on our school timetable. It is a lesson very much looked forward to by our pupils.

OUR PROGRAMME OF STUDY

Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and we consider this as an element of health education but also taught within the context of healthy relationships.

Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. PSHE education addresses both pupils' current experiences and preparation for their future.

The Programme of Study is meant to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Our programme reflects the universal needs of all children and young people, as well as the specific needs of our pupils.

It is important that our pupils recognise their PSHE education as relevant and applicable across many important areas of their lives. We try to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

Pupils should be able to identify risks or see warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns.

Our teachers should endeavour to equip pupils with the knowledge and skills to help keep

themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

We have a long-term plan for the year across all year groups, setting out learning objectives for each half-term

Our Pupils will need opportunities to reflect on their learning and its implications for their lives. Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

PSHE education impacts on our pupils and whole school outcomes, such as on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. With assessment, we can show its impact.

The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" Assessment of learning is central to any PSHE education provision.

PSHE FOR PUPILS WITH SEND working with SEND pupils in our special and mainstream setting.

The Planning Framework - six sections: and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). Lessons at The Drive allow for some control by pupils of which of the following areas to study. They can select P or S or H or E to help direct the conversation and learning topics of the following.

- Self-Awareness
- Self-care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

During key stage2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

PSHE education helps our pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING Learning opportunities in Health and Wellbeing
Healthy lifestyles (physical wellbeing)

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean. Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception is taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages Keeping safe
- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H43. about what is meant by first aid; basic techniques for dealing with common injuries²© PSHE
- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if

they think they or someone they know might be at risk³ Drugs, alcohol and tobacco

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns 3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). 2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

CORE THEME 2: KS2 Learning opportunities in Relationships Pupils learn... Families and close positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

Social Development

Social development occurs throughout life and explains how we recognise, interpret and respond to social situations. Healthy social development is a known protective factor for children and young people's mental health and wellbeing.

Daily contact and interactions with family members, educators and friends teaches children and young people about the social world and the rules, practices and values that support it. Social development is also influenced by wider networks including extended family, as well as participation in the community and culture around them.

Through their relationships and connections with others, children build a sense of who they are and where they fit in the social world. By actively participating in these relationships, children also affect the ways that adults and their peers relate to them.

Learn about how you can [support social development](#) in children and young people.

To achieve healthy social development, children and young people need to form social bonds with others who can model and encourage positive social values and behaviours.

To create these bonds, children and young people need:

recognition and reinforcement when positive social interaction occurs.

Opportunities, skill development and recognition need to be appropriately matched to children and young people's age and stage, as well as individual characteristics.

Children's understandings and behaviours are closely interwoven with emotions and temperament and the values and attitudes of those around them. Through ongoing interactions with the important people in their lives (such as family members and educators), children refine social skills such as turn-taking, listening, cooperation and respect to help them build positive relationships and friendships.

Prior to the school years, families have the greatest influence on social development. As children and young people grow older, they become increasingly influenced by peer group values and the behaviours of community role models such as sporting heroes or media

personalities.

When adults are fair, caring and respectful, children and young people feel a greater sense of trust and belonging.

Children and young people are more likely to cooperate with adult guidance when they feel valued and respected. By contrast, when they feel they've been treated unfairly, they're less likely to listen and more likely to avoid or resist discipline.

L1. how people and other living things have different needs; about the responsibilities of caring for them

L2. about things they can do to help look after their environment L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L3. to recognise there are human rights, that are there to protect everyone

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities

L6. about the different groups they belong to

L7. about the different groups that make up their community; what living in a community means to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Economic wellbeing: Money

L17. what money is; forms that money comes in; that money comes from different sources

KEY STAGE 3-4 At key stage 3, pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3.

PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. *Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.:

HEALTH AND WELLBEING KS3

CORE THEME 2: RELATIONSHIPS KS3 Learning opportunities in Relationships and Sex Education Pupils learn... **KS4** Learning opportunities in Relationships and Sex Education Students learn... Positive relationships

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

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 R9. to recognise, clarify and if necessary challenge their own values and understand.

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex Forming and maintaining respectful relationships

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

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 if needed.

POLICY

November 2024

Review November 2025

SCHEME OF WORK

November 2024-2025