



**Reddish Hall
School**

PSHEe Policy

PSHe Policy

Version	Date	Updated By	To be reviewed
1.0	October 2015	Chris Newiss	Oct 2016
1.1	October 2016	Chris Newiss	Oct 2017
1.2	September 2017	Chris Newiss	Sept 2018

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Rationale

Personal, social, health and economic education (PSHEe) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHEe encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. PSHEe also enables children and young people to reflect upon and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Our school will use its PSHEe programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHEe will also be used to build on the statutory content 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.

PSHEe in our school

PSHEe is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

Provision for a comprehensive PSHEe programme is central to achieving our school's own aims, objectives and mission statement. PSHEe provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHEe, they will be shaped by what happens in PSHEe. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. Our PSHEe programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHEe provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHEe is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key principles that underpin our PSHEe provision

We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHEe programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Our PSHEe programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEe programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy school's' climate and culture; and the embedded pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHEe, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Students are encouraged to take responsibility for their own learning and to record their own progress. PSHEe encourages students to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

The use of visitors in the classroom

Visitors to the classroom enrich the PSHEe programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Students with additional educational needs

As far as is appropriate, students with special educational needs follow the same PSHEe programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

Pupil Support Workers work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students with special educational needs from PSHEe to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Monitoring and evaluation

The PSHEE co-ordinator will monitor the planning, teaching and learning of PSHEE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHEE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Self, peer and teacher-assessment is planned into PSHEE lessons and activities enable students to be independent learners. Students self-evaluate at the end of each unit and complete a formal end of unit assessment where appropriate. Teachers of PSHE Education are required to keep marked work. This work will be gathered and retained to help inform policy and progress.

Organisation of the programme

The PSHEE Coordinator is responsible for the organisation of PSHEE Education. In Years 1-5, all students have one timetabled PSHEE lesson per week and are taught in tutor groups by a PSHEE teacher. Outside speakers may also take part in PSHEE lessons. PSHEE sessions in the Sixth Form are delivered in the Summer term by staff and by outside speakers. The PSHEE scheme of work is developed by the PSHEE Coordinator in line with QCA guidelines to suit the age and needs of the students. Whole school and sectional assemblies also provide an element of PSHEE Education. Areas of PSHE Education (such as Sex and Relationship Education (SRE), drugs education and certain citizenship topics) are also delivered in other subject areas, such as in Science, Religious Studies, English, Classical Civilisation, Modern Foreign Languages and History.

Teaching methods and approaches

PSHEE, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family break-down etc. It is essential that a safe and positive learning environment is established and maintained so that boys feel able to participate fully.

To help create a safe and positive learning environment, a class agreement will be set by the students and their teacher either at the beginning of the year, at the beginning of each term, or at the beginning of a new topic. The agreement could be created as a list of ground rules or as a list of rights and responsibilities. It is important that both the teacher and the students feel ownership of this agreement if they are to learn effectively.

Teachers of PSHEE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people. Lessons use

active learning techniques which give students responsibility for their own learning and maximise participation of all students.

A variety of teaching methodology is used in lessons in order to enable and encourage all students to participate fully. Resources used by PSHEe teachers include Boardworks, Powerpoint presentations, worksheets, videos and DVDs. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

Dealing with sensitive issues

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Clear ground rules will be established in PSHEe lessons. Students must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, students' questions will be answered openly and honestly. However, on occasion, students may ask questions that are not appropriate - eg questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from the PSHEe Coordinator or Deputy Head.

Links to pastoral support and community services:

In PSHEe lessons students are made aware of pastoral services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons students are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community services and provides students with the skills to access them. The School Nurse may also be involved in delivering SRE and providing students with up to date information and advice.

Sex and Relationship Education (SRE)

SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Within our school, SRE has three main elements:

1. Attitudes and Values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.

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

3. Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

Use of materials

The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues are covered by the school's policy and in consultation with parents. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity- it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Materials used in schools must be in accordance with the PSHEe framework and the law. Inappropriate images will not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the students concerned. The Principle or appointed deputy will discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. We will ensure that students are protected from accessing unsuitable materials on the Internet.

Primary SRE

Within our primary school, we will provide a sex and relationship education programme tailored to the age and the physical and emotional maturity of the students. It will ensure that students know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.

All students, including those who develop earlier than the average, will be taught about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will mean we provide a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. We will set a framework for establishing what is appropriate and inappropriate in a whole-class setting.

During the transition year before moving to secondary, our school will support students' ongoing emotional and physical development effectively. As well as consulting parents more generally about the school's overall policy, we will consult with parents before the transition year about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

We have clear parameters on what children will be taught in the transition year before moving to secondary school. This includes:

1. changes in the body related to puberty, such as periods and voice breaking;
2. when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
3. how a baby is conceived and born.

Secondary SRE:

SRE forms an integral part of our PSHEe framework, in addition to the Science Curriculum topics. We set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. We clearly establish what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions. Within SRE at secondary we discuss:

1. relationships, love and care and the responsibilities of parenthood as well as sex
2. building self-esteem;
3. taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
4. information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;

Where it is appropriate, we use young people as peer educators to:

1. give students a clear understanding of the arguments for delaying sexual activity and resisting pressure;
2. link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
3. ensure young people understand how the law applies to sexual relationships.

4. Monitoring, evaluation and review

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Key Learning in PSHE: Years 3 and 4 (© Lancashire County Council 2014)

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> ☑ Recognise their own likes / dislikes, traits and individual preferences. ☑ Recognise other people's likes / dislikes, traits and preferences. 	<ul style="list-style-type: none"> ☑ Demonstrate that they can work in a pair and a small group. 	<ul style="list-style-type: none"> ☑ Demonstrate active listening skills. ☑ Speak in front of others. 	<ul style="list-style-type: none"> ☑ Negotiate in small groups. ☑ Coming to a 'consensus'. 	<ul style="list-style-type: none"> ☑ Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> ☑ Recognise simple body language. ☑ Understand verbal and non-verbal communication. ☑ Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ☑ Understand the skill and can put it into practice. ☑ Speak using the assertive 'I'. ☑ Know that it is OK to make mistakes. ☑ Say 'No' and mean it. ☑ Ask for time to think things over. 	<ul style="list-style-type: none"> ☑ Understand that they have choices. ☑ Identify points of choice. ☑ Explore factors which influence choosing. ☑ Make more informed choices. 	<ul style="list-style-type: none"> ☑ Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. ☑ Risk taking can be good when it means trying something new that we might like. 	<ul style="list-style-type: none"> ☑ Recognise the influences over choice and decisions, both internal and external. ☑ Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ☑ Demonstrate that they know the process for decision making. 	

Key Learning in PSHE: Years 5 and 6 (© Lancashire County Council 2014)

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> ☑ Recognise their own and other people's personality traits, individual preferences and characteristics. ☑ Recognise challenging behaviours and the negative effects these can have on relationships. 	<ul style="list-style-type: none"> ☑ Know that different people react in different ways when working in a group. ☑ Demonstrate their knowledge of group dynamics. 	<ul style="list-style-type: none"> ☑ Demonstrate speaking and listening skills. ☑ Consider how they respond to challenging circumstances e.g. conflict and violence. ☑ Demonstrate strategies for calmness. 	<ul style="list-style-type: none"> ☑ Recognise the importance of skills and how different people bring different skills to tasks. ☑ Demonstrate negotiation and compromise. 	<ul style="list-style-type: none"> ☑ Demonstrate respectful interactions with others. 	<ul style="list-style-type: none"> ☑ Recognise more complex body language and non-verbal signals. ☑ Understand that sometimes non-verbal signals can be misinterpreted by others and develop strategies for dealing with this. ☑ Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> ☑ Further understand the skill of being assertive. ☑ Speak using the assertive 'I'. ☑ Know that it is OK to make mistakes. ☑ Say 'No' and mean it. ☑ Know where to go for help. 	<ul style="list-style-type: none"> ☑ Recognise choices and decisions they will have to make in the future. ☑ Identify ways of helping and supporting friends under pressure. 	<ul style="list-style-type: none"> ☑ Know ways of coping in difficult situations. ☑ Justify personal opinions confidently. ☑ Be able to identify risky situations. ☑ Calculate risk. ☑ Recognise risk in different situations and make judgements about how to respond in order to keep safe. ☑ Develop a positive approach towards personal safety and risk taking. 	<ul style="list-style-type: none"> ☑ Recognise peer influence. ☑ Understand ways in which peer influence can have positive and negative outcomes. ☑ Develop strategies for resisting negative peer influence. 	<ul style="list-style-type: none"> ☑ Know the process for making a decision. ☑ Demonstrate the use of the process. ☑ Appreciate the importance of taking responsibility. 	

	Topic 1 Weeks 1-4	Topic 2 Weeks 5-8	Topic 3 Weeks 9-12	Topic 4 Weeks 13-16	Topic 5 Weeks 17-20	Topic 6 Weeks 21-24	Topic 7 Weeks 25-28	Topic 8 Weeks 29-32	Topic 9 Weeks 33-36	Topic 10 Weeks 36-39
Year 7	Core Theme 2 Relationships - Bullying	Core Theme 1 Health & Well Being - Personal and Oral Hygiene	Core Theme 3 Living in the Wider World - Managing Transition	Core Theme 1 Health & Well Being - Drugs Awareness	Core Theme 1 Health & Well Being - Staying Safe	Core Theme 3 Living in the Wider World - British Values	Core Theme 2 Relationships - SRE	Core Theme 1 Health & Well Being - First Aid	Core Theme 1 Health & Well Being - First Aid	Core Theme 3 Living in the Wider World - Charity
Year 8	Core Theme 2 Relationships - Bullying	Core Theme 1 Health & Well Being - Healthy Eating	Core Theme 1 Health & Well Being - Staying Safe	Core Theme 1 Health & Well Being - Drugs Awareness	Core Theme 3 Living in the Wider World - Money & Finance	Core Theme 3 Living in the Wider World - British Values	Core Theme 2 Relationships - SRE	Core Theme 1 Health & Well Being - First Aid	Core Theme 1 Health & Well Being - First Aid	Core Theme 3 Living in the Wider World - Charity
Year 9	Core Theme 2 Relationships - Bullying	Core Theme 1 Health & Well Being - Hygiene	Core Theme 1 Health & Well Being - Healthy Lifestyles	Core Theme 1 Health & Well Being - Drugs Awareness	Core Theme 1 Health & Well Being - Internet Safety	Core Theme 2 Relationships - Relationships	Core Theme 2 Relationships - SRE	Core Theme 2 Relationships - Sexuality & Gender	Core Theme 3 Living in the Wider World - Crime & Punishment	Core Theme 3 Living in the Wider World - Charity
Year 10	Core Theme 2 Relationships - Bullying	Core Theme 1 Health & Well Being - Internet Safety	Core Theme 2 Relationships - Discrimination & Prejudice	Core Theme 1 Health & Well Being - Drugs Awareness	Core Theme 3 Living in the Wider World - Crime & Punishment	Core Theme 1 Health & Well Being - First Aid	Core Theme 2 Relationships - SRE	Core Theme 3 Living in the Wider World - Moral Issues	Core Theme 3 Living in the Wider World - The Environment	Core Theme 3 Living in the Wider World - Charity
Year 11	Core Theme 2 Relationships - Bullying	Core Theme 3 Living in the Wider World - Health & Safety	Core Theme 3 Living in the Wider World - Work Exp Preparation	Core Theme 1 Health & Well Being - Drugs Awareness	Core Theme 3 Living in the Wider World - Crime & Justice	Core Theme 2 Relationships - Discrimination & Prejudice	Core Theme 2 Relationships - SRE	Core Theme 3 Living in the Wider World - PWL Revision		

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of pupils may be gaining direct experience of issues taught through PSHE education. Schools should not feel constrained by the Key Stage 3/4 demarcation shown below and should adapt their planning to reflect their pupils' needs and local priorities.

Core Theme 1: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

In order to develop the concepts and skills identified above, pupils should be taught:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support

6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

Core Theme 1. Health and wellbeing	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise their personal strengths and how this affects their self- confidence and self-esteem 2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self- 3. to be able to accept helpful feedback or reject unhelpful criticism 4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, employment 5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) 6. the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to 7. the importance of taking increased responsibility for their own personal hygiene 8. the purpose and importance of immunisation and vaccination 9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain 	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others 2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism 3. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) 4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and 5. where and how to obtain health information, advice and support (including sexual health services) 6. to take increased responsibility for monitoring their own health (including testicular and breast self-examination) 7. how lifestyle choices affect a foetus 8. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at 9. to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial shapes 10. about health risks and issues related to this, including cosmetic procedures

<ul style="list-style-type: none"> 10. about contraception, including the condom and pill (see also Relationships) 11. the benefits of physical activity and exercise and the importance of sleep 12. to recognise and manage what influences their choices about exercise 13. the importance of balance between work, leisure and exercise 14. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) 15. what might influence their decisions about eating a balanced diet 16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self 17. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it 18. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations 19. a knowledge of basic first aid and life-saving skills 20. to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme) 21. the positive and negative roles played by drugs in society (including alcohol) 22. factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse 23. to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence 24. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start)and the benefits of not smoking including not harming others with second-hand smoke 25. the safe use of prescribed and over the counter medicines 26. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' 27. about how to access local health services 28. about cancer and cancer prevention, including healthy lifestyles 	<ul style="list-style-type: none"> 11. how to recognise and follow health and safety procedures 12. how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts 13. about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) 14. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke 15. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns 16. the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle 17. about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS
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Core Theme 2: Relationships

Suggested Programme of Study for relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

Core Theme 2. Relationships	
Key Stage 3	Key Stage 4

Pupils should have the opportunity to learn:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
2. to further develop and rehearse the skills of team working including
3. objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
4. to further develop the communication skills of active listening,
5. negotiation, offering and receiving constructive feedback and
6. assertiveness
7. to explore the range of positive qualities people bring to relationships
8. that relationships can cause strong feelings and emotions (including sexual attraction)
9. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
10. that the media portrayal of relationships may not reflect real life
11. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
12. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
13. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.
14. the roles and responsibilities of parents, carers and children in families
15. how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
16. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
17. to understand what expectations might be of having a girl/boyfriend
18. to consider different levels of intimacy and their consequences
19. to acknowledge the right not to have intimate relationships until ready
20. about readiness for sex and the benefits of delaying sex (or any

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

1. strategies to manage strong emotions and feelings
2. the characteristics and benefits of positive, strong, supportive, equal relationships
3. that living together, marriage and civil partnerships are ways that people
4. freely and without coercion, demonstrate their commitment to each other
5. parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
6. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
7. managing changes in personal relationships including the ending of relationships
8. to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
9. about impact of domestic abuse (including sources of help and support)
10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
12. how to access such organisations and other sources of information, advice and support
13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual

level of intimacy beyond that with which the individual feels comfortable)

21. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
22. about the difference between sex, gender identity and sexual orientation
23. to recognise that there is diversity in sexual attraction and developing sexuality
24. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.
25. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so
26. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
27. the support services available should they feel or believe others feel they are being abused and how to access them
28. to recognise peer pressure and have strategies to manage it
29. to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate
30. to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns
31. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)
32. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)
33. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
16. to recognise when others are using manipulation, persuasion or coercion and how to respond
17. to understand the pernicious influence of gender double standards and victim-blaming
18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
19. to manage unwanted attention in a variety of contexts (including harassment and stalking)
20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
21. to assess readiness for sex
22. about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3
23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering
25. about abortion, including the current legal position and the range of beliefs and opinions about it
26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
28. about the options open to people who are not able to conceive
21. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Notes & Guidance: Core Theme 3: Living in the wider world	
Key Stage 3	Key Stage 4
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none">1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities4. about the potential tensions between human rights, British law and cultural and religious expectations and practices5. about the primacy of human rights; and how to safely access sources of	<p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none">1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting2. about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace3. to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern5. about harassment and how to manage this (including the workplace)6. how their strengths, interests, skills and qualities are changing and how

