Personal, Social and Health Education (PSHE) Policy

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Contents

Personal, Social and Health Education (PSHE) Policy 1
1. Key Information about our PSHE Curriculum **Error! Bookmark not defined.**
2. Values and Beliefs **Error! Bookmark not defined.**
3. Policy Development **Error! Bookmark not defined.**
4. Organisation 4
5. Roles and Responsibilities 4
6. Delivery 4
7. Inclusivity 5
8. Use of External Organisations and Materials 5
9. Teaching Approaches 6
10. Assessment 6
11. Student Groupings 7
12. Resources 7
13. Specific Issues 7
14. Family Life 8
15. Dissemination 8
16. Other Policies 8
17. Curriculum Content 8
18. Monitoring and Review 9

Appendix 1: Overview of the PSHE Curriculum 10-16

1. Key Information about our PSHE Curriculum

At Falconer, the PSHE curriculum is central to supporting our young people in their readiness for the world of work, for their later friendships and for negotiating the world around them.

As a result, a large portion of the curriculum, in addition to address the statutory requirements of the curriculum, also focuses on the life skills such as social communication, emotional regulation, self-advocacy and understanding and tolerance of others.

The aims of Personal, Social and Health Education(PSHE), including statutory RSHE at our school are to:

- Provide an opportunity for students to develop their self-awareness, relationship and social communication skills.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including gender identity, in an age-appropriate manner.
- Teach students the correct vocabulary to describe themselves and their bodies.

Due to the statutory DfE RSE guidelines, last updated in 2021, it is a mandatory requirement to ensure all students have access to statutory relationships and health education in secondary schools. Parents may not withdraw from these areas of the curriculum. Non-statutory sex education (not including statutory science curriculum) is the only area that parents/carers may request a right to be excused, up until three terms before a student's 16th birthday, at this point a student may request access to all areas of curriculum, including prior years' learning and we have a statutory duty to provide this education.
If you wish to request withdrawal from specific sex education lessons, highlighted within our overview on our curriculum page, all requests must be made in writing, so that a consultation with the Head teacher and subject leader can take place to discuss reasons for the request prior to approval.

2. Values and Beliefs

Our values and beliefs at Falconer are embedded in all we do but are especially relevant within the subject of PSHE. We aim to demonstrate the values and behaviours as follows:

- Kindness: We are kind towards everyone in our Falconer Community and all those who visit us or meet us.
- Respect: We treat others the way we would like to be treated - with respect, understanding and patience.
- Accepting: We accept all members of our community for who they are, even if we don't agree with them or they are different to us.
- Ready to Learn: We always arrive to school ready to learn, demonstrating a positive attitude and prepared to complete our work.
- Be Involved: To achieve the extra-ordinary, we must get involved in our Falconer Community - in lessons, through clubs, with each other and in helping staff.
- Be Resilient: To keep going in spite of challenges or difficulties.
- Show due regard for the Protected Characteristics, British Values and SMSC including a learning environment that demonstrates these key aspects of life in modern Britain.

3. Policy Development

This policy was previously developed with parents through a consultation process. It is currently under review and the following process in being implemented in Summer Term 2024.

- Review (March 2024/April 24) – a member of staff pulled together all relevant information including relevant national and local guidance.
- Staff consultation (April/May 24) – all school staff will be given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation (May/June 2024) – parents/carers and any interested parties will be invited to attend a meeting about the policy.
- Student consultation (May/June 2024) – we will investigate what exactly students want from their PSHE.
- Ratification – once amendments are made, the amended policy will be shared with governors and ratified.

4. Organisation

PSHE is co-ordinated by the PSHE Subject Co-ordinator. We aim to use contributions from Parents/Carers forums and surveys as part of this process. Class teachers are ultimately responsible for the overall planning and implementation of lessons according to the program of study as set out by the DfE, meeting all statutory elements of Relationship and Sex Education. The program ensures continuity and progression in students' learning across KS3 and KS4.

5. Roles and Responsibilities

The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation.

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.
- All Tutors and teachers are responsible for the teaching of RSHE as it permeates the life of the school.

6. Delivery

Our students experience planned and discrete sections of the PSHE curriculum during Tutor time, planned PSHE lessons, Talk 4 Learning lessons, Science, and Religious Studies subject areas. PSHE is directly delivered once a week for year 7 to 11. This provides opportunities to address moral and ethical issues which may arise from apparently unrelated topics in other national curriculum subjects. Where discussions take place within the context of the specific subject area, it will not be deemed to be part of the relationships and sex education programme as it forms part of the subject curriculum.

PSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

For more information about our PSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our curriculum is designed to be inclusive and accessible to all. High quality teaching and learning is the starting point to ensuring accessibility and the PSHE lead is committed to continuing to develop the quality of learning within this subject area. Delivery takes into account the background of all students to ensure sensitive topics are well handled.

Additional opportunities for parents of the curriculum are delivered through our communication intervention, Talk 4 Learning, once a week for all of KS3. This provisions allows students to learn and practice social communication skills for discussing and making friends. Zones of Regulation are used through tutor time and all lessons in helping focus on emotions, advocating for oneself and expressing oneself. These are central elements of our work in supporting our students to develop.

7. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Makes pupils feel safe and supported
- Able to engage with the key messages
- Makes students feel heard

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

8. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - What they're going to say.
  - Their position on the issues to be discussed.
  - Ask to see in advance any materials that the agency may use.
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session.
  - Remind teachers that they can say "no" or, in extreme cases, stop a session.
  - Make sure that the teacher is in the room during any sessions with external speakers.
  - Share all external materials with parents and carers.

  We won't, under any circumstances:
  - Work with external agencies that take or promote extreme political positions.
  - Use materials produced by such agencies, even if the material itself is not extreme.

9. Teaching Approaches

PSHE is taught discretely in lessons such as PSHE, Talk 4 Learning, Science and RE. However, throughout the day students have many opportunities to develop their skills particularly in areas related to communication and emotional regulation. The school promotes Hertfordshire's Steps trauma informed approach to teaching specific behaviours in support of self-awareness, self-advocacy and self-regulation. STEPS tutors review and train staff regularly to ensure we continue to support and develop individuals as needed.

10. Assessment

Our PSHE curriculum works along the guidelines of the PSHE Association. Assessments are developing in line with our new curriculum and include:

- Verbal responses to questioning or contributions to discussion

- End tasks for modules such as posters, matching cards and PowerPoints.
- Peer assessment
- Self-assessment
- Written tasks
- Use of floor books

11. Student Groupings

Students are taught in tutor groups within their year group. These groups have been arranged based on ability to work well together within the group dynamics for best opportunities for access to learning. It is also the class teachers and support assistants that the students will feel most confident and emotionally safe to share and discuss sensitive topics.

12. Resources

12.1 Materials

A wide range of resources is available to teachers and for inspection by parents and carers through the PSHE Coordinator. An overview is available in the curriculum area and parents are encouraged to make contact with the Head teacher if they would like more detail about any part of the curriculum. The PSHE Association has provided guidance which the school is using in designing the new curriculum and which supports appropriate adjustments to the curriculum based on the needs and age of the student. These are further adapted by teachers from the research driven approaches used in other lessons.

12.2 Staff

With regard to RSE, it is important that the staff feel comfortable with the subject matter. Falconer has secured specialist subject support from the Herts for Learning(HFL) team in supporting the development of the scheme in line with the PSHE Association. Leadership team have sought training from the National College of Teachers with regard to the school's responsibilities to support PSHE and the statutory requirements.

More sensitive topic materials are available, both from the PSHE Association and from Life Lessons, both resources bought in by the school.

Any staff who feel that they may have difficulty in tackling an area will be supported by a peer-colleague and additional training offered. We do involve staff across the school as we do see it as being a vital part of forming relationships with Students.

13. Specific Issues

The following issue may occur as part of education. We are keen for staff, Students and governors to be aware of the procedure.

Confidentiality & Advice

Students will be made aware that some information cannot be held confidentially and helped to understand that if certain disclosures are made, certain actions will ensue. At the same time, students will be offered sensitive and appropriate support. Any disclosure raising safeguarding issues will be reported following our Safeguarding Policy. Professional information and guidance will always be sought from a health professional. In most cases, the school will encourage students to talk with their parents/carers first. Where this may not be possible, staff are expected to report to SLT. SLT will consult with the necessary health professional or support student to inform the parents/carers. Every effort will be made to offer advice and support in consideration of the student and their family. Tricky questions will be handled sensitively and according to DFE guidance and advice.

14. Family Life

14.1 The value of family life is important in the consideration of relationships which will be approached largely through the consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support. As part of the relationships and sex education programme we aim to work with students and their families where issues of a sensitive nature raise concern. Facts are presented in an objective and balanced way, with Students being encouraged to consider their attitudes and values within the framework we have set out. They will be made aware of the difference between fact, opinion and religious belief and given opportunity to discuss these issues.

14.2 Complaints Procedure

Any complaints about the RSHE content or delivery should be made to the Head teacher who will report to the Governing Body.

15. Dissemination

The full policy, appendices and full programmes of study are available on request to parents/carers, LA and OFSTED through the Head teacher.

16. Other Policies which have relevance to relationships and sex education

- Anti-bullying
- Child Protection
- Equal Opportunities
- Safeguarding
- Behaviour Policy
- Accessibility Policy

Parents/carers seeking further information, please contact school on 0208 950 2505 or visit the school website.

17. Curriculum Content

At Falconer School, our PSHE curriculum has been precisely designed to add to the holistic nature of our school. It focuses on six fundamental sections: Self-Awareness, Managing Feelings, Self-Care, Support and Safety, The World I Live In, and Changing and Growing and Healthy Lifestyles.

Each section is carefully woven into a structured pathway for our students to be able to understand themselves and the world around them. Our curriculum progresses organically, deepening students' understanding as they progress through the years. By the time students complete their journey at Falconer School, they will leave equipped with a profound ability to apply their learning across various contexts, promoting resilience, empathy and a keen sense of responsibility towards themselves and their communities. Through our PSHE curriculum, we aim to empower students not only to navigate life's complexities but also to thrive as considerate, flexible, informed individuals.

18. Monitoring and Review

Implementation of the Personal Social Health Education Policy will be monitored by the Senior Leadership Team and Governors. The full policy will be made available to all parents and carers on the school website and a hard copy can be requested via the Head teacher. The policy will be reviewed annually through a planned process of consultation with parents, staff and students making adjustments for the needs of the children in each year group. Updates will be managed by the PSHE Lead together with the Head teacher. Updated policies will be brought to the Governing Body for agreement each year.

Appendix 1: Overview of the PSHE Curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1: Self-Awareness	Identify self-awareness by: • Learning what makes me unique • Building trusted relationships and tolerance • My likes and dislikes • Identifying personal goals	Develop self-awareness by: • Describing the ways in which I like to learn • Recognising my own strengths and skills • Recognising what prejudice means • Explaining what it means to discriminate against someone • Describing unacceptable behaviours including bullying, abuse and peer pressure which may hurt/harm others	Demonstrate self-awareness by: • Understanding protected characteristics protected by the Equalities Act • Building empathy and tolerance for others • Recognising others personal strengths • Identifying pressures that may come from online interactions or influences • Recognising the difference between a friendship group and a gang – identifying risk • Finding ways to seek help	Enrich self-awareness by: • Developing strategies to manage conflict • Identifying skills for positive resolution • Understanding why it is important to treat others with respect • Recognising the responsibility of bystanders to report bullying and hurtful behaviour • Developing constructive strategies to respond to prejudice and discrimination including challenging stereotypes • Identify signposts which can support us if we or someone we know has been the target of unkind,	Enhance self-awareness by: • Having the ability to describe what others might think about us including our personal strengths and talents • Understanding self-esteem can be effected with what is happening in my life and in the media • Managing my own feelings in readiness for future life including employment • Recognising the difference between banter and bullying and when this is unlawful • Having the ability to safely respond if we witness unacceptable behaviours • Understanding what extremism and radicalisation is and how I can be coerced

				hurtful, abusive or bullying behaviour including online.	
Autumn 2: Managing Feelings	Identifying how to manage our feelings by: • Recognising how we feel, sound or look when we are happy or unhappy • Identifying how our body feels and responds to different emotions • Recognising how feelings influence my behaviour and begin to develop self-regulation strategies • Identifying what it means to like someone.	Develop how to manage our feelings by: • Recognise when others may be feeling happy or unhappy from their facial expression and body language. • Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). • Use Zones of Regulation to identify emotions and implement self-regulation strategies.	Demonstrate how to manage our feelings by: • Identifying how words can affect me and other people • Giving examples of when we feel strong emotions • Develop and reflect upon strategies to self-regulate using Zones of Regulation • Identifying a trusted adult to seek support.	Enrich how to manage our feelings by: • Increasing awareness of how comments made may impact myself or others • Continuing to develop personalised strategies in relation to the Zones of Regulation by identifying which ones are helpful or unhelpful for me • Describing how our strong emotions may impact others and using preventative and safe strategies to de-escalate situations.	Enhance how to manage our feelings by: • Demonstrating polite and assertive ways of challenging unkind comments directed at us or others • Managing my personal boundaries • Recognising strong emotions in others and supporting them by seeking appropriate help • Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).
Spring 1: Self-Care, Support and Safety	Identify our self-care, support and safety by: • Describing the difference between feeling well and unwell and knowing how to let	Develop our self-care, support and safety by: • Knowing that germs spread can make us feel unwell and cause symptoms	Demonstrate our self-care, support and safety by: • Demonstrating simple hygiene routines that prevent the spread of bacteria and describing	Enrich our self-care, support and safety by: • Describing how simple routines can reduce the spread of germs	Enhance our self-care, support and safety by: • Identifying people or organisations that can provide support and advice if we are

	someone know how we are feeling • Explain and demonstrate what it means to be worried of frightened and how to communicate we are worried or frightened. • Describe what it means to keep our bodies safe. • Describing what personal safety means. • Explaining what is meant by something being an accident • Describing what keeping safe online means • Identify rules and procedures in school that keep us safe. • Explaining what is meant by public and private and identifying some things should be kept private and some things are okay to share with our special people or friends. • Recognising simple examples of 'taking a chance'.	• Being able to use useful phrases or vocabulary to ask for help quickly if we feel unwell • Identifying who is responsible for keeping us safe and the importance of helping to keep ourselves safe. • Explaining what unwanted physical contact means and explaining that we should always tell someone if they make us feel worried or uncomfortable. • Demonstrating simple ways of communicating to others that we need help. • Explaining what is meant by risky and dangerous. Identifying behaviours that might be risky • Explaining what social media is and exploring how not everything we see is true and people's online identity can differ. • Explaining how to report an accident in school. • Identifying what is meant by an emergency and sources of immediate help • Understanding our rights when it comes to	things to do if we are feeling unwell • Identifying what we can do to take care of our physical and mental wellbeing and recognising when we may have to ask for help with our mental wellbeing • Explaining that no one has a right to make us feel frightened or uncomfortable and how to recognise harassment (including online). • Explaining what is meant by 'personal space' and describe ways we can safely challenge unwanted physical contact and ask for help. • Demonstrating strategies for communicating that we need help in different situations. • Describing some situations and behaviours in and out of school, including online, that may not be safe and have risk. • Identifying adults who can help us with in risky situations and strategies to help ourselves. • Describing how social media can be used safely and positively and discussing how we should be cautious and	and identifying some items we use for personal hygiene • Identifying ways we can take care of looking after our physical and mental health • Explaining why it is important to tell someone we trust if we are mentally or physically unwell • Describing how it may feel when someone invades our personal space and giving examples of when it is or is not appropriate to invade someone's personal space • Explaining that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to the police • Explaining that removing female genitalia for non-	mentally or physically unwell and know we can trust these organisations (e.g. GP, NHS, Young Minds, Childline) • Explaining why 'self-diagnosis' from websites can be inaccurate or harmful. • Exploring immunisations and vaccinations • Explaining how and why to carry out a self-examination for specific conditions (cancer) including breast and testicular self-examination. • Explaining that someone we like may not always be trustworthy. • Demonstrating what we can do or say and who we can tell if we are worried about our own or someone else's personal safety • Explaining what we should do, say and who to tell if someone we know fears they will experience or have already experienced FGM and that it is never their fault • Explaining that although we cannot

		others taking photos of us and others, and sharing photos and personal information • Explaining what is meant by gambling, how it can take place and what it means to 'win' and 'lose'.	aware of the risks before sharing or liking content. • Describing how we can respond and get help if we see or are sent upsetting or inappropriate online content • Identifying what is appropriate and inappropriate to share online and identifying adults who can help us if we feel pressured. • Explaining how to manage requests to share photos or information about ourselves and others online. • Being able to give reasons to why people may gamble and identifying the risks of gambling.	medical reasons is wrong and illegal, even if adults think it is necessary • Identifying ways of reducing risk and keeping safe outside of school. • Identifying how to stay safe on social media by following platform specific rules, seeking advice for online concerns, reporting issues and making reliable choices from search results • Describing ways of keeping safe online • Recognising that sharing and/or viewing sexual images of anyone under 18 is against the law and explaining what could happen next and the impact on us and others. • Identifying where and who to get	prevent all accidents it is important to reduce and manage risk • Explaining when and why taking a risk can be positive • Explaining how behaviours on social media can damage friendships and relationships • Explaining steps to take and be mindful of to ensure safety and well-being • Identifying when we are being manipulated online and use help-seeking strategies like blocking or reporting • Explaining that there are online scams, identifying these and some of the ways we can avoid scams. • Demonstrating how to ask for help and who to go to if we've seen something online that we are worried about or regret. • Explaining some strategies for managing influences related to gambling.

				help from with gambling if we are worried about ourselves or others.	
Spring 2: The World I Live In	Identifying the world we live in by: • Identifying some similarities and differences between us • Identifying rules at home and in the wider world • Recognising that not everything we see online is real and true • Identify living things that we can care for (plants, pet, gardens) • Recognising different types of living arrangements including adult and residential care. • Explaining what is meant by having a job • Describing what money is and how it is used.	Developing our knowledge of the world we live in by: • Describing some of the similarities and differences among people of different race, faith and culture • Describe what is meant by rights and responsibilities • Recognising that advertising online is targeted at individuals and recognising that not everything we see or read online is true • Recognise different ways of showing compassion to living things (wildlife and pets) • Recognising that there are different types of jobs that are paid and voluntary and understanding the different ways of financing adult life. • Describing different ways in which people gain money and identifying how to keep our money safe and the services that help us with this.	Demonstrating our knowledge of the world we live in by: • Recognising we all have things in common • Identifying some kinds of rights and responsibilities we have in and outside of school • Describing how to find out if something we see online is true • Identifying techniques of advertisement and what motives may be • Describing responsibilities, we can have for taking care of other people, living things and the environment • Identifying our aspirations for adult live and describing what type of job we would like to do and expectations • Recognising that some jobs are paid more than others and money may influence a person's job or career choice • Explaining what is meant by earning, spending and saving money and describing the consequences of	Enriching our knowledge of the world we live in by: • Explaining the benefits of diversity • Identifying why stereotyping is unfair • Recognising that everyone has 'human rights; and the law protects our rights • Explaining that information from our internet use is stored and used by different people and organisations • Identifying organisations that can help us with what we have seen online • Explaining how everyday choices can affect the environment • Demonstrating skills for independent	Enhancing our knowledge of the world we live in by: • Explaining that different cultures and faith groups have the right to practice their beliefs within British law • Explaining how stereotypes can lead to discrimination and how to safely challenge this • Identifying who we can talk to if we are worried about our rights or those of other people • Explaining the influence that fake news can have on us and the world • Identifying our feelings and values in relation to climate change and the environment • Describing some of the choices available at the end of KS4 and identifying people and organisations that give advice and support for the future • Demonstrating skills such as interview

			spending more money than we have • Identifying ways in which we are encouraged to spend money including online.	living (e.g. safe travel, shopping and meal preparation) • Explaining what strengths, skills and qualifications someone may need for a job and looking at the steps for getting a job • Describing some laws that are there to protect people in work • Explaining what is meant by 'afford', 'borrow' and 'lend' • Explaining the difference between essential and luxury purchases • Demonstrating budgeting and money management skills.	techniques, communication and team-working skills • Describe how to manage our feelings in relation to living independently • Explaining what is meant by 'debt' and 'credit' • Identifying the benefits of saving and different methods of saving • Understanding our legal rights for buying and returning products • Demonstrating enterprise skills and participation in a mini enterprise project.
Summer 1: Changing and Growing	Identifying change and growth by: • Identifying the ways we have changed as we grow older	Developing our knowledge change and growth by: • Describing new opportunities and responsibilities we have	Demonstrating our knowledge of change and growth by: • Describing the physical and emotional changes during puberty and	Enriching our knowledge of change and growth by: • Identifying the function of reproductive	Enhancing our knowledge of change and growth by: • Evaluating how emotions change as we get older

	• Describing what it means to have a friend and different kinds of friendships • Identifying key features of positive friendships/relationships and how they can make us feel • Identifying times when we might feel angry or sad because of someone's behaviour towards us • Identifying what consent is and how to get permission before we borrow or take things from someone • Demonstrating ways to tell people we give and do not give permission / consent • Identify similarities and differences between friendships and romantic/intimate relationships • Giving examples of different types and features of committed, long-term relationships and identifying adults we know who are in a long-term relationship (e.g. married, living together, engaged) • Identify what being in a family means	experienced as we have grown older and identifying some of the different stages of change (physical, emotional, social) • Explaining why puberty happens • Identifying times we can support our friends and how to support them and how to ask our friends to support us • Identifying our expectations of friendships/relationships • Describing the positive qualities people bring to relationships • Identifying different types of intimate relationships including same-sex relationships • Describing how strong emotions (including sexual attraction) might make people feel • Explaining what consent means in a relationship and understanding that we have the right to say no and demonstrating how we might do this • Recognising what sex means, what happens during sexual activity and the consequences of sex (pregnancy, STIs)	explaining the aspects of personal hygiene we can take responsibility for • Demonstrating ways to manage friendship disagreements restoratively and explain how we expect people to behave towards us in friendships and relationships • Identifying differences between healthy and unhealthy relationships and identifying who we can speak to about or friendships / relationships. • Define what intimacy means • Identifying readiness for a relationship that may include sex. • Identifying expectations we may have of being in a romantic/ intimate/ physical relationship. • Recognising that although it may seem that everyone (in the media) is having a sexual relationship in reality, that is not the case. • Describing simple ways to check if consent has been given and describing the ability to withdraw consent and identifying how others can manipulate us	organs and how conception occurs and describing the different stages of reproduction, pregnancy and birth • Describing how friendships end and ways in which friendships and feelings towards friendship can change • Identifying aspects of relationships that we are responsible for • Identifying positive strategies to manage behaviour towards us • Recognising that some types of behaviour within relationships are against the law • Identifying what we can do if we are worried or concerned about an unhealthy relationship • Identifying different levels of	• Recognising that fertility changes over time in response to lifestyle factors • Demonstrating how we can end a friendship positively and identifying reliable sources of support • Explaining and demonstrating what is compromise • Explaining how the media portrays relationships is not always true but may affect our expectations • Identifying sources of support for us or someone we may know who is experiences abusive behaviour • Explaining that consent must be freely given before any sexual activity and how to tell if someone is giving or not giving their consent, identifying how saying yes under pressure is not consent • Describing how drug/alcohol intake may influence choices in relationships including sexual activity • Explaining the

		• Recognising that contraception including condoms can help prevent pregnancy and some STI's • Explaining the different between appropriate and inappropriate relationships behaviours in public • Explaining that marriage, civil partnerships and living together are choice that couples may make as their commitment to each other • Recognising that 'adopted' 'fostered' or 'looked after' means in terms of families • Recognising that some relationships can end and identify who we can talk to if we're worried about relationships changing / ending.	• Explaining that there are laws about the legal age of consent for sexual activity • Describing ways in which we can take care of our own sexual health and that of others • Identifying where and how to obtain condoms and describe how to use them safely • Identify sources of support with relationships and intimate relationships • Identifying the differences between feeling ready for a relationship, sexual relationship and having the relationships skills for adulthood including those with life partners and children • Identifying responsibilities of being a parent and reasons why people may choose to foster or adopt • Explaining that no-one can be forced to marry someone and forcing someone to marry is a serious crime • Identifying what we can do and who we can tell if we think someone is being forced to marry.	intimacy and their associated risks • Describing ways to manage others' expectations in relationships • Explaining that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. • Recognising that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations • Describing some forms of contraception, their use and access • Explaining what STIs are	advantages and disadvantages of different forms of contraception. • Recognising that viewing pornography can have ongoing harms and where and how to access support if concerned. • Identifying some of the range of beliefs and opinions about pregnancy, adoption and termination. • Identifying some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement. • Explaining strategies that people who are experiencing the end of a relationship might use to manage their feelings and explaining how and where people experiencing the end of a relationship might get support.

				(including HIV), how to test and the importance of treatment • Explaining how and when to access sexual health services. • Identifying possible reasons for assisted conception and surrogacy • Describing the choices people have in the event of an unintended pregnancy • Explain what abortion or termination of pregnancy means and identify reliable, unbiased sources of support • Describing ways relationships may be ended and the feelings people might have if they are	

				experiencing the ending of a relationship and explaining the importance of talking to someone if we are worried • Explaining that the breakdown of a relationship between parents is not the fault of their children	
Summer 2: Healthy Lifestyles	Identifying healthy lifestyles by: • Recognising what is meant by a healthy lifestyle • Identifying things we can do to help ourselves when we feel worried our stressed • Identifying different kinds of physical activity and exercise. • Identifying our favourite foods and drinks. • Identifying and describing some different images of young people in pictures, magazines, TV programmes and social media. • Recognising what is meant by a medicine	Developing our knowledge healthy lifestyles by: • Identifying different ways that people can live a healthy lifestyle • Describing how to take care of dental health • Recognising what mental health and wellbeing are • Suggesting some ways to maintain emotional wellbeing • Identifying our favourite form of exercises and the benefits of being physically active / consequences of inactivity. • Describing our favourite food and drink choices and identifying healthy and unhealthy foods	Demonstrating our knowledge healthy lifestyles by: • Explaining what a healthy lifestyle means • Describing how we may feel if we don't get enough sleep and strategies for maintaining good sleep • Identifying some strategies to help make positive choices about our health and wellbeing. • Explain the link between physical and mental wellbeing and recognising when we need help and who to speak to. • Explaining why it is important to seek help if we are worried about unhealthy coping	Enriching our knowledge of healthy lifestyles by: • Describing strategies for maintaining a healthy lifestyle. • Explaining why it is important to have enough sleep. • Describing healthy coping strategies that can help when we are struggling with our emotional wellbeing and how we can help family or friends who might be stressed or unhappy.	Enhancing our knowledge of healthy lifestyles by: • Describing what might affect choices we make about our health • Describing strategies for managing pressures and influences on healthy choices • Identifying reliable sources of advice for mental health and wellbeing and identifying strategies for challenging stereotypes and stigma relating to mental health • Describing the challenges that prevent us from exercising and

	• Identifying some substances people might swallow, drink or inhale that could be harmful to their health • Describing what alcohol is and how alcoholic drinks are different to non- alcoholic drinks.	• Describing our thoughts and feelings about how different bodies are portrayed in the media. • Identifying the difference between over the counter medicine and those prescribed by a doctor • Identify some common legal drugs • Recognising that there are laws around consumption of alcohol and nicotine and why they exist • Identifying benefits of not smoking/vaping or drinking alcohol • Recognising that most young people choose not to smoke/vape drink alcohol or use drugs.	behaviours (e.g. self-harm) • Describing some of the physical and mental benefits of exercise • Explaining what a healthy balanced diet is and explaining what makes some food better for health than others • Identifying how images can be manipulated in the media • Recognising what is meant by body image and why people might want to change the way they look. • Identifying examples of over the counter medicine and describe how medicines can help us take care of our health • Explaining that there are laws around supplying and possessing illegal substances. • Describing some of the risks and possible consequences of drinking, smoking and drug use and identifying when, why and how to ask for help. • Identifying how misusing substance/alcohol can impact on relationships.	• Identifying things that can prevent people from seeking help with mental health • Explaining long term benefits of regular physical activity • Identifying and challenging common stereotypes regarding exercise • Describing long term benefits of a healthy diet and explaining risk of consuming food with high sugar or caffeine. • Identifying some influences on people to look a certain way and how this may affect our emotional wellbeing. • Explaining what is meant by self-esteem and describe ways to maintain self-esteem in relation to body image.	suggesting ways to overcome them • Identifying ways of motivating ourselves to exercise • Explaining some of the influences for our food choices and how to manage these • Identifying the risks associated with cosmetic/aesthetic procedures • Explaining why advertisers may use manipulated images and how this might influence our responses • Explaining that all drugs have health risks – even those prescribed • Explaining long term personal and social risks of substance misuse • Describing what is meant by someone having a ‘habit’ and ‘addiction’ in terms of substance misuse • Identifying reliable sources of support or advice in regards to substance misuse.

				• Recognising the importance of taking over the counter and prescribed medicines correctly. • Explaining how drugs/alcohol can affect how people feel and can cause accidents. • Describing how peer pressure to use substances can come from a variety of sources and explaining why we might put ourselves under pressure to try substances. • Demonstrating strategies to resist pressure.	