

RELATIONSHIPS EDUCATION AND RELATIONSHIP AND SEXUAL EDUCATION (RSE) POLICY



BirchfieldSchool

To read in tandem with the following policies: Personal, Social Health Education (PSHE), Equal Opportunities, SMSC, Mental Well-being, Suicide, Post Birchfield, Anti-Bullying Strategy, Safeguarding and Behaviour and Discipline Policies.

A Introduction

The school operates a comprehensive programme of Personal, Social, Health Education and the delivery of Relationships Education and Relationship and Sex Education is taught within that. Relationships Education is delivered in Years 1 to Year 6 and through PSED in Reception. Relationships and Sex Education (RSE) is taught in Years 7 and above. The PSHE programme is geared to the ages of the pupils and the ethos of the school, and the subject is led and coordinated by a member of the Senior Management Team. The PSHE programme of study is added for reference at Annex A, with the overview of Relationships Education and RSE highlighted in blue.

The school's approach to Relationships Education and RSE within PSHE links closely with its school values, The Birchfield Way, which prioritises kindness, respect and courtesy alongside aspiration, diligence and resilience.

Definitions :

Relationship Education in Years 1 to 6 focuses upon teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. As they develop, they will learn to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact which then takes place in Year 7 and above. A separate programme of study for Reception in PSED may be seen in the Early Years Handbook.

Relationship and Sex Education (RSE) builds upon Relationships Education in Years 1 to 6 and develops pupils' understanding of what healthy and nurturing relationships are. RSE is taught in Years 7 and above. Pupils will learn about marriage or other committed relationships. They will be taught the importance of staying safe in intimate relationships and the effects that can have upon their wellbeing if they are not in a positive relationship. Pupils will be taught the law on sex, sexuality, and the dangers of sharing content online as well as overall online safety. Gender, sexual orientation will also be addressed, in a sensitive and timely manner which will also encompass the Equal Opportunities Act 2010. Sexual Health will build upon the pupils' knowledge of how their bodies change during puberty and the importance of self-respect and body image, whilst leading a safe and healthy lifestyle.

Faith Perspectives

The school will take into account the religious background of pupils when planning teaching and comply with guidance for protected characteristics under the Equality Act 2010, which

includes religion and faith. In all its teaching, the school will teach what the law allows and does not allow, and the wider implications of decisions pupils make.

The policy reflects the ethos and aims of the School in seeking:

- To provide the highest standards of academic teaching and pastoral care for children in our school in our care.
- To provide a stimulating, supportive environments, which addresses all aspects of the children's spiritual, moral, social and cultural development.
- To promote excellence through equipping young people to accept responsibility and make a positive contribution to the community and society.
- To encourage lifelong learning
- To understand the importance of manners, respect for each other and the values of working and living together productively.
- To develop self-esteem, independence and self-confidence.
- To maintain an environment in which children are safe, happy and motivated.
- To provide a challenging environment for holistic growth in 'Mind, Body and Spirit.
- To encourage mutual respect, tolerance and understanding.
- To provide the greatest opportunities for personal and professional growth who live and work in our school.

B Aims

The aims of Relationships Education in Years I-6 (PSED in Reception) are to:

- (i) Develop confidence in talking, listening and thinking about their feelings and relationships
- (ii) That pupils are supported through their physical, emotional and moral development
- (iii) Pupils are able to name parts of the body and describe how the body works
- (iv) Pupils are able to deal with difficult moral and social questions
- (v) They respect themselves and others and move with confidence from childhood through adolescence to adulthood
- (vi) They learn how to avoid and not initiate exploitation and abuse e.g., bullying
- (vii) They learn how to make choices and have an awareness of consequences based on appreciation of difference and absence of prejudice

- (viii) They learn how to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- (ix) They learn how to cope with loss at the end of relationships
- (x) They explore individual and moral issues and develop decision making skills based upon critical thinking
- (xi) They can protect themselves and ask for help and support
- (xii) They learn and understand physical and emotional development at appropriate stages
- (xiii) That are prepared for puberty

The aims of the RSE in Years 7 and above are to enable the children to:

- (i) Recognise the characteristics of positive and healthy relationships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, and privacy. This includes all types of relationships.
- (ii) the choices involved in improving or supporting respectful relationships
- (iii) how stereotypes, particularly those based on sex, gender, religion, sexual orientation or disability, can cause damage, e.g., how they might normalise or non-consensual behaviour
- (iv) that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- (v) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help. Pupils are introduced to the school's approach to Digital Safeguarding.
- (vi) The type of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- (vii) The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

C Procedure

The Relationships, Sex and Health Education's programme interrelate with citizenship, science, computing, food technology and PE curricula. The school will integrate these subjects appropriately. It is important to note that there is no right to withdraw pupils from any part of the national curriculum. Each pupil will receive 1 hour per week of PSHE, to include Relationships Education and RSE, as relevant, within the agreed programme of study. This is allocated within their timetable and wherever possible will be taught by their form tutor.

For pupils in the Reception class who come under the Early years Framework, this is delivered as PSED (Personal, Social and Emotional Development) and will be taught through cross curricular links, during collective worship and other activities or school events (residential visits, themed days and curriculum themed week, special activities planned to allow the children to work together under different circumstances and meetings). All of these activities provide valuable links with parents and members of the outside community.

Development of the school's Relationship Education/RSE policy has taken into account the Relationships Education, Relationship and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers as well as the PSHE Association Key Themes and Guidance. A consultation was made with parents and staff at its inception and is again when change is made, most recently in September 2023 when the new programme of study was introduced for Years 9, 10 and 11. Staff also receive regular updates from the Head of PSHE and undertake annual online safety training alongside safeguarding provision.

Pupil Engagement: A consultation has also been carried out, whereupon the views of our pupils have been included within this policy.

D Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Relationships Education and RSE will be provided in a variety of ways, to reflect the age and stage of the pupils and ensure a whole school approach to the subject. The school will also ensure that the needs of all pupils are appropriately met, and that sexual orientation and gender reassignment are protected characteristics and the importance of equality and respect. Pupils may be taught by specialist male and female teachers for specific areas of the curriculum, as deemed appropriate.

The curriculum will be taught in a factual, non-judgmental way which allows scope for young people to ask questions, either publicly, or anonymously through Communication boxes in classrooms. It will take into account any local or national issues arising in the community and include these in an age appropriate and relevant way.

- (i) there will be a timetabled curriculum session, in order to develop themes and share ideas e.g., circle time
- (ii) opportunities will be found within other curriculum areas e.g., links with drama and role-play, debate and discussion in English, working together in pairs or small groups, improving health in physical education, health and drug issues in Science and beliefs, values and practices in religious Studies
- (iii) activities will be provided as group, class or school events and initiatives e.g., community projects, school productions, musical assemblies, assemblies for parents, celebration assemblies and residential trips
- (iv) at playtimes and lunch times opportunities exist for playing cooperatively using play equipment and the buddy system
- (v) the children are involved when visitors come into school
- (vi) in the Early Years Foundation Stage, (Personal, Social and Emotional Development (PSED) is related to the objectives set out in the Early Learning goals matching the aim of developing a child's personal, emotional and social development.
- (vii) Where possible the curriculum is delivered through oral and practical activities. Where appropriate the pupils will record or investigate their work using a variety of mediums including books, digital media such as the internet and

through the use of specific adult's e.g., medical agencies, police. These opportunities help to develop their learning and enquiring skills and assists in equipping them for adult life.

E Pupils with Special Educational Needs

We teach RE and RSE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with difficulties and staff are encouraged to speak to the Head of PSHE if they have any concerns about a pupil's ability to access the subject area. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND. Personalised timetables are created for pupils working on the Star Programme to cater for their particular learning needs in this subject.

F Resources

A range of resources assist with supporting and enhancing learning in Relationships Education and RSE, encouraging emphasis upon speaking and listening skills. The school subscribes to the PSHE Association website for teacher access to schemes of work and resources. The Head of PSHE has created a library of resources, both online and in the form of textbooks and draws upon resources from the DfE.

G Assessment, recording and reporting

Ongoing assessment takes place for Relationships Education and RSE, where teachers assess pupils' work based upon oral participation, confidence in their level of response and written outcomes and recall from worksheets and activities. This information is recorded in their exercise books and formulate future planning. Staff assess performance and confidence in the subject through key performance indicators on a half-termly/regular basis according to when a topic ends. Any issues which relate to welfare or pastoral care of the children as part of a discussion are either discussed at a staff meeting or brought to the attention of the Assistant Head, Headmistress and /or parents. Quizzes such as Safety at School are used annually to help understand the pupils' knowledge and awareness.

We keep records of the children's contribution towards the life of the school and community in written and photographic form. Our Award Assemblies, the appointment of Friendship Ambassadors within the School Council Anti-Bullying Council, Student Parliament Meetings and half-termly Pupil Ambassador Awards celebrate personal achievement and rewards thoughtful, caring behaviour.

H Monitoring and Review

Regular book trawls take place by the Head of PSHE in tandem with the Assistant Head to monitor the teaching of the subjects. The subject coordinator records comments based upon their findings of the work scrutinized as well as the way the marking has been carried out and offers teachers advice for development.

Parents, staff and the Advisory Committee will be part of any review process of changes to the programme of study. The policy will be renewed on an annual basis or earlier if statutory guidance changes.

I Confidentiality

Ground rules will be established prior to the lessons. Pupils should not discuss any information outside of the classroom, especially in within school, as younger children may overhear and spread misinterpreted versions. Pupils may not discuss personal experiences within class. However, if a pupil discloses any information, then the teacher will take the

necessary form of action in accordance with the school safeguarding procedures. Any visitors will also be informed of the need for confidentiality in lessons in advance of arrival and how safeguarding matters are reported in our school.

Working with external agencies

To enhance the teaching of various subjects within Relationships Education and RSE, the school will aim to organise external agencies to visit e.g., NSPCC who run regular assemblies in school. These may be through workshops, or guest speakers and will provide the pupil with specialist knowledge and a different way in which the pupil can interact with the subject content.

Any visitor to the school will be vetted against their organisation's credentials. The teacher, or Head of PSHE will liaise with the organisation and ensure the content of their lesson or talk which will be submitted to the Headmistress on a risk assessment for authorisation. Workshop, lesson plan and materials are age-appropriate and cater for all of our special educational needs and disabilities (SEND). A teacher will remain present during their time with the pupils.

Right to be excused from relationships and sex education

Section 405 of the Education Act 1996 allows parents to withdraw their children from the sex education aspects of study. This does not include sex education objectives that are in the Science National Curriculum.

If a parent requests that their child be excused from any area of the sex education programme, then they must put their request in writing in the first instance. The Head of PSHE will then meet with the Headmistress and, with the child if relevant, and a meeting will be organised to discuss the parents' concerns or answer any questions that may exist. The school will outline the benefits and possible detrimental effects of their child feeling excluded they were to hear their peers' discussing the content of the lessons. It will be important to ensure that the child's wishes are understood and the purpose of the curriculum. This could be a skewed version of what was actually taught in class, rather than hearing what was actually said by the teacher which may be misleading. However, this risk may be mitigated if parents choose to teach the sex education programme themselves. All communications will be documented and kept by the school.

If, after the discussions parents still wish to remove their child from the sex education elements of the programme, then their request will be granted. Consequently, the child will receive purposeful, and appropriate education. Pupils may not be excused from Relationship Education. Pupils who are withdrawn will receive purposeful education during that period.

This policy is posted on the school's website and shared with parents when amendments or additions are made, most recently in September 2023 when planning for Years 9 to 11 was added. Parents wishing to obtain a hard copy of the policy should enquire at the school office.

PSHE/RSE Programme of Study

Colour coded key of the three core themes:

Living in the Wider World, Relationships, Health and Wellbeing

Year	Autumn	Spring	Summer
1	<p>How do we decide how to behave? Class rules: respecting others' needs; behaviour; listening; feelings and bodies can be hurt. Understand that we learn from experience and can succeed.</p> <ul style="list-style-type: none"> • The conventions of courtesy and manners. • That in school and in the wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>How to keep safe Part 1? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; bonfire safety. About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing.</p>	<p>How to keep safe Part 2? Secrets and surprises; appropriate and inappropriate touch; who helps keep us safe; asking for help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about an adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g., family, school and/or other services. • Friends and family should care for one another. Understand the ways they belong, part of a family, school, sports team etc. • Realise that people/living things have needs and they have responsibilities to meet them. 	<p>How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss. The importance of listening to others and also express how you feel.</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them

			<p>feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>What makes us special?</p> <ul style="list-style-type: none"> • Respecting similarities and differences between people; special people; everyone is unique; but that everyone has similarities • The importance of permission-seeking and giving relationships with friends, peers and adults. <p>What can we do with money? Where money comes from; spending; saving; keeping money safe</p>
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Year	Autumn	Spring	Summer
2	<p>How can we help? Class rules and why they are important, respecting own and others</p> <ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing (especially in regard to COVID-19) • Practical steps they can take in range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • That in school and in the wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. <p>Understanding what is fair, unfair, right or wrong. Recognise choices can make a difference between right and wrong and we learn from experience.</p>	<p>How can we be healthy? Identify activities that keep our mind and body healthy</p> <ul style="list-style-type: none"> • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into a daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. • The characteristics of a poor diet and risks associated with 	<p>How do we show our feelings? Recognise the variety of feeling; how to manage feelings; causes of feelings; recognising how others feel and how to help.</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions

<p>Looking after the environment.</p> <p>What is bullying? Understanding that teasing and bullying is wrong; recognise how their behaviour can affect others, unsafe secrets; inappropriate touch and actions to be taken if it happens.</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing. 	<p>unhealthy eating (including, for example, obesity and tooth decay)</p> <p>What is the same and different about us? Recognising their own strengths. Being more independent; naming body parts correctly and belonging to different groups.</p> <p>To be able to share their views. Debate on a topical issue.</p>	<p>(including issues arising online).</p> <p>How can we keep safe in different places? Know the rules to keep us safe, for example road safety, household products (vaccinations, antibiotics and inhalers) being safe near water and approaching animals. Who can help us in an emergency and what to do.</p> <ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. How to make a clear and efficient call to emergency services if necessary. <p>Realise money comes from different sources and can be used for different purposes.</p>
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Year	Autumn	Spring	Summer
3	<p>School values. Process of election for the School Council. Working well with others and explore how the media presents information (compare newspaper stories)</p> <p>Being a good friend. Importance of friends; dealing with fall outs; managing anger</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right. 	<p>What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p> <ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness. The conventions of courtesy and manners. <p>What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help us to stay safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and 	<p>How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feeling associated with change, recognising wider range of feelings in others; responding to other's feelings.</p> <ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That mental health is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings

	<ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Bullying</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing. • How to deal with peer pressure and making the right decisions 	<p>inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about an adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g., family, School and/or other services. 	<ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing. • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>How can we eat well? What makes a balance diet; balanced lifestyle, making choices; what influences choices</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). <p>What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working together to the shared goals; recognise achievements and set targets</p>
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Year	Autumn	Spring	Summer
4	<p>What is diversity? Difference and diversity in the UK. Cultural customs and values. Stereotypes. Know the Rights of the Child. Explore Water Aid.</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds, or make different choices or have different preferences or beliefs. Practical steps they can take in range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. What a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>What does discrimination mean? How our actions may affect others through teasing and bullying. Exploring different types of relationships, i.e., marriages</p> <ul style="list-style-type: none"> The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be different types, are at the heart of happy families, and are 	<p>How can we manage our money? The role of money; ways of managing money; importance of saving money; being a critical consumer</p> <p>Making the right choices. The negative effects of peer pressure; recognising and managing dares.</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>People who keep us safe and healthy.</p> <ul style="list-style-type: none"> How to recognise and report feelings of being unsafe or feeling bad about an adult. How to ask for advice or help for themselves or 	<p>Developing a healthy and safer lifestyle. Identify dangers of medicines, smoking and chemicals and how to give first aid. Nutrition and personal hygiene.</p> <ul style="list-style-type: none"> The facts associated with the risks, of smoking and alcohol use The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into a daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity). The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing (especially in regard to COVID-19) <p>Keeping safe.</p> <ul style="list-style-type: none"> Managing risks with road, water and animal safety. Sun safety. Keeping safe in the countryside Understanding the dangers in communicating with strangers

	<p>important for children's security as they grow up.</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing (especially in regard to COVID-19)</p>	<p>others, and to keep trying until they are heard to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <ul style="list-style-type: none"> • Where to get advice e.g., family, school and/or other services. <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • How to make a clear and efficient call to emergency services if necessary. • That people sometimes behave differently online, including by pretending to be someone they are not. • How to respond safely and appropriately to adults they may encounter (in all contexts online) whom they do not know. • How to report concerns or abuse, and the vocabulary and confidence needed to do so.
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<p>5</p>	<p>What makes a community? What it means to feel part of a community; groups and individuals that support local community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world.</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds, or make different choices or have different preferences or beliefs. • That in school and in the wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</p> <ul style="list-style-type: none"> • reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>Healthy choices. What makes a balanced lifestyle; making choices; dealing with stress</p>	<p>How we grow and change. Understanding the changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • About personal hygiene and germs including bacteria, viruses, how they spread and are treated, and the importance of handwashing (especially in regard to COVID-19) • Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. <p>Different types of relationships. What makes a healthy relationship (friendship); maintaining positive</p>	<p>What makes us enterprising? Explore the variety of ways we can achieve and celebrate success; high aspirations; growth mind-set; organizing an enterprise (Stall for Summer Fete), importance of enterprise in work and society as a whole.</p> <p>Staying safe online and using social media.</p> <ul style="list-style-type: none"> • Keeping safe when using mobile devices; strategies for managing personal safety online; managing requests for images, personal boundaries; bullying online and who can help to avoid danger and upset. Managing anger. • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others • rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content
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<p>and anxiety; what is meant by a habit; dangers with prescribed and illegal drugs; drugs and the Law.</p> <ul style="list-style-type: none"> • That mental health is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking. 	<p>relationships; who is responsible for their health and wellbeing; who to ask for, for advice</p> <ul style="list-style-type: none"> • Families are important for children growing up because they give love, security and stability • The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and • experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • Practical steps they can take in range of different contexts to improve or support respectful relationships. • The importance of self-respect and how this links to their own happiness • The importance of permission-seeking and giving relationships with friends, peers, and adults. • How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings 	<p>online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risk associated with people they have never met. • How information and data is share and used online • That for most people the internet is an integral part of life and has many benefits. • About the benefits of keeping personal information private. • Why social media, some computer games and online gaming for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
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		<ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	
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6	<p>What is democracy? Research, discuss and debate topical issues on a local and national scale i.e., climate change or a residential development in the area and how it impacts the residents. Recognise the role of voluntary, community and pressure groups.</p> <p>Healthy and happy relationships. Identify different relationships; recognise when a relationship becomes unhealthy; committed and loving relationships</p> <ul style="list-style-type: none"> Families are important for children growing up because they give love, security and stability The characteristics of a healthy family life, commitment to each other, including the times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>What are human rights? Why and how are laws made; taking part in making and changing rules; human rights; rights of a child; rights to protect their bodies; confidentiality and when to break confidence</p> <p>To think about the lives of people living in other places and times, and people with different values.</p> <p>How can money affect us? Finance; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices, balanced lifestyle; how drugs can affect health and safety; who is responsible for our health and well being</p> <p>How can we manage risk? Increased independence and responsibility; managing risk; different influences; peer pressure; personal; personal safety, e-safety, and wellbeing. Ensure pupils are aware of what sexting is and the dangers that may evolve.</p>
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- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about an adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Coping with anger.

Understand that their actions affect themselves and others. Try to see themselves from other people's perspectives.

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendships are repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing

	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> • Practical steps they can take in range of different contexts to improve or support respectful relationships. • The importance of permission-seeking and giving relationships with friends, peers and adults • How to recognise and talk about their emotions, including having a varied vocabulary of words when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 		
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Senior School – Years 7 and above

<p>7</p>	<p>Transition and Safety</p> <ul style="list-style-type: none"> • Transitioning into Birchfield School • Transitioning into senior school <p>British Values</p> <ul style="list-style-type: none"> • Democracy • Student Parliament-creation of a manifesto and vote <p>Safety</p> <ul style="list-style-type: none"> • Basic First Aid 	<p>Diversity</p> <ul style="list-style-type: none"> • Diversity and identity • Rights and responsibilities • Challenging prejudice and discrimination • Bullying • <p>Health and Puberty</p> <ul style="list-style-type: none"> • Changing emotions • Healthy relationships • Female genital mutilation (FGM) 	<p>Building Relationships</p> <ul style="list-style-type: none"> • Healthy relationships • Unhealthy relationships • Romantic relationships • Consent <p>Financial decision making</p> <ul style="list-style-type: none"> • Credit, debit and budgeting • Interest rate • Savings • Pitching a business
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	<ul style="list-style-type: none"> • Safety in the water • Fire safety • Rail safety <p>Developing Skills and Aspirations</p> <ul style="list-style-type: none"> • Learning to learn • Planning and time management • Revision and techniques 		
8	<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Student Parliament-creation of a manifesto and vote <p>Emotional Wellbeing</p> <ul style="list-style-type: none"> • Attitudes to mental wellbeing • Talking about mental wellbeing • Happiness is linked to being connected to others • How to recognise the early signs of poor mental health <p>Daily Wellbeing</p> <ul style="list-style-type: none"> • The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness • The importance of superior quality sleep for good health and the ability to learn • Unhealthy coping strategies • Healthy coping strategies • Digital resilience <p>Discrimination</p> <ul style="list-style-type: none"> • The practical steps to take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, 	<p>Community and careers</p> <ul style="list-style-type: none"> • Research the qualifications, skills and experience needed for a chosen career. • Challenge career stereotypes, i.e., females on the frontline • Explore the British Political System and what Parliament is. <p>Drugs</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and serious mental health conditions. • The law regarding the supply and possession of illegal substances • Awareness of the dangers of drugs which are prescribed but still present serious health risks. <p>Alcohol</p> <ul style="list-style-type: none"> • The physical and psychological risks associated with alcohol consumption and what constitutes minimal risk alcohol consumption in adulthood. <p>Smoking</p> <ul style="list-style-type: none"> • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support. • The Law relating to smoking 	<p>Identity and Relationships</p> <ul style="list-style-type: none"> • To understand healthy relationships are respectful and positive • To identify healthy and unhealthy relationships. • The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour-based violence and FGM (an awareness of the signs to look for (long holidays, special celebrations of girls from an African ethnicity), and how these can affect current and future relationships. • To know what to say and do if subjected to unwanted contact by another person. Developing healthy sexual and platonic relationships with all genders. <p>Contraception</p> <ul style="list-style-type: none"> • Understand the reasons for contraception (prevention of a pregnancy and spread of STD's) • Identify a variety of contraceptive products.

	<p>religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs Some types of behaviour within relationships are criminal, including violent behaviour and coercive control. The legal rights and responsibilities of equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	<p>Vaping</p> <ul style="list-style-type: none"> The facts related to the known dangers of vaping The several types of vaping tools The law regarding vaping Signposting help for addictions 	<p>Digital literacy</p> <ul style="list-style-type: none"> How to identify harmful behaviours online (including bullying, abuse and harassment) How to report, or find support, if they have been affected by those behaviours.
<p>9</p>	<p>British Values</p> <ul style="list-style-type: none"> Democracy Student Parliament-creation of a manifesto and vote <p>Peer influence, substance use and gangs</p> <ul style="list-style-type: none"> Identifying healthy and unhealthy relationships Gang culture Escaping gang culture Knife crime Substance abuse <p>British justice system</p> <ul style="list-style-type: none"> How the criminal justice system works Departments of government 	<p>Respectful relationships</p> <ul style="list-style-type: none"> There are diverse types of committed stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Why marriage is an important relationship choice and why it must be a person's own choice The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the 	<p>Intimate relationships</p> <ul style="list-style-type: none"> Manging on and offline relationships Understand what cyberbullying is and the dangers of sexting/sending or posting or taking of nude or semi-nude images Empathise with the thoughts, feelings, emotions, and consequences of someone who is being bullied Several types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help About online risks, including that any material someone provides to another has

	<p>Setting goals</p> <ul style="list-style-type: none"> • Enterprising • Changing workforce 	<p>characteristics of successful parenting.</p> <ul style="list-style-type: none"> • How to: decide whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns of others, if needed <p>Healthy Lifestyle Self-esteem and body image.</p> <ul style="list-style-type: none"> • The dangers and risks involved with high sugar in food and drink • Awareness of how their body and mind changes during puberty • How to keep healthy eating and the links between a poor diet and health risks, including tooth decay and cancer • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • a positive or negative effect on their own or others' mental health. The characteristics and evidence of what constitutes a healthy lifestyle, keeping a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental health • Recognise and manage cyber bullying, the use of filters/photo editing leading to body confidence issues and affecting emotions • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with 	<p>the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online. <p>Employability Skills</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of employers and employees • Minimum wage • Child employment law • Creating CVs • Interview skills • Career plan
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		<p>others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media</p>	
10	<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Student Parliament-creation of a manifesto and vote <p>Mental Health</p> <ul style="list-style-type: none"> • Understanding what mental health is and its importance • Identifying the signs of poor mental health • How to improve mental health • Where to find support for poor mental health, anxiety, and depression <p>Financial decision making</p> <ul style="list-style-type: none"> • Financial planning • Buy now, pay later • Avoiding scams and how to deal with them • Work/life balance • Personal branding/promoting oneself • Dangers of gambling 	<p>Healthy relationships</p> <ul style="list-style-type: none"> • Identifying healthy relationships • Negotiating in relationships • Toxic masculinity and misogyny • Healthy online relationships <p>Exploring Influence</p> <ul style="list-style-type: none"> • Positive role models • Negative role models • Medias representation of gangs and crime • Influence of alcohol 	<p>Addressing Extremism and Racism</p> <ul style="list-style-type: none"> • Understand what extremism and terrorism are • Know how young people may be radicalised • Signs of radicalisation • Reporting negativity towards certain groups of people • Identify well-known terrorist groups • Why do people become involved in violent activities and terrorism <p>Work experience opportunities</p>
11	<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Student Parliament-creation of a manifesto and vote <p>Building for the future</p> <ul style="list-style-type: none"> • Exploring self-efficacy and self-belief • Managing stress and anxiety • Maintaining positive mental health • Importance of a good digital footprint <p>Human rights</p> <ul style="list-style-type: none"> • Universal declaration on Human Rights 	<p>Communication in relationships</p> <ul style="list-style-type: none"> • Abuse and coercion in relationships • Consent • Where to seek help and support if feeling unsafe on a date or in a relationship • Identity <p>Independence</p> <ul style="list-style-type: none"> • Blood, stem, and organ donation • Volunteering in the community 	<p>Families</p> <ul style="list-style-type: none"> • Identify the various types of families • Relationships n families and how they change • Role of a parent • Judge of a relationship is safe • Maintaining positive relationships with family members

	<ul style="list-style-type: none">• Role of the United Nations• British Human Rights <p>Next steps</p> <ul style="list-style-type: none">• Post 16 options• 'A' Levels, 'T' Levels, BTEC's and apprenticeships• Long-term career plans• Time management		
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