



# **PSHCE Policy**

Recommended by: Vice Principal

Recommendation Date: September 2025

Ratified by: LAGB

Signed:

Position on the Board: Chair of LAGB

Ratification Date: 24<sup>th</sup> September 2025

Next Review: September 2026

Policy Tier (Central/Hub/School): School / WHHS

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#### 1. Aims

The aims of personal, social, health and citizenship education are to:

- > Prepare students for happy and successful lives upon leaving compulsory education
- ➤ Help develop the desirable attributes of good learners:
  - o Risk-tolerant
  - o Resilient
  - o Reflective
  - o Empathetic

This includes the delivery of relationships and sex education (RSE). The aims of RSE at our school are to:

- > Provide a framework in which sensitive discussions can take place
- > Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- > Help pupils develop feelings of self-respect, confidence and empathy
- > Create a positive culture around issues of sexuality and relationships
- > Teach pupils the correct vocabulary to describe themselves and their bodies

This supports directly our core value of **Respect**.

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the <u>Children and Social</u> work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to <u>guidance</u> issued by the secretary of state as outlined in section 403 of the <u>Education Act 1996</u>.

At Waseley Hills High School we teach RSE as set out in this policy.

# 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 1. Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 2. Staff consultation all school staff were given the opportunity to look at the policy and make recommendations
- 3. Parent/stakeholder consultation parents and any interested parties were invited to attend a meeting about the policy
- 4. Pupil consultation we investigated what exactly pupils want from their RSE
- 5. Ratification once amendments were made, the policy was shared with governors and ratified

#### 4. Definition

PSHCE is about the personal development of pupils and preparation for adult life and goes beyond the subject disciplines of the academic curriculum. This includes Relationships and Sex Education (RSE).

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

We have drawn upon expert advice from external agencies providing support and guidance and have adopted the learning for Life programme at the heart of our delivery. We also use the SPARK program to enhance experience for theolder year groups.

## 6. Delivery of RSE within PSHCE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of sex education which do not fall within the scope are taught as part of the national curriculum within the Science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE 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 RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTq+ parents, families headed by grandparents, adoptive parents, 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, kinship, private fostered or young carers).

PSHCE lessons take place for all students in Years 7 - 11 during 2 x tutor periods per week as well as a 50 min lesson per week.

# 7. Roles and responsibilities

#### 7.1 The governing board

The governing board will approve the PSHCE (and RSE) policy and hold the headteacher to account for its implementation.

#### 7.2 The headteacher

The headteacher is responsible for ensuring that PSHCE and RSE is taught consistently across the school.

#### 7.3 Heads of Year

The Head of Year in collaboration with the Head Teacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

#### 7.4 Staff

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 wish them to be withdrawn from the non-statutory components of RSE within PSHCE

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 headteacher or VP in charge of student to ensure appropriate training and support is offered.

#### 7.5 Pupils

Pupils are expected to engage fully in PSHCE and RSE, when discussing sensitive issues, treat others with respect and sensitivity.

# 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. They cannot request removal from the relationships aspect of the course.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record and on Myconcern. The Head of Year will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar, an annual refresher is scheduled as part of the September training.

The Vice Principal in consultation with the headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

# 10. Monitoring arrangements

The delivery of RSE is monitored by the Heads of Year through:

- > Agenda on weekly Year group meetings
- > Regular learning walks during PSHCE lessons
- > Regular conversations with students
- > Student voice
- ➤ Monitoring work completed during PSHCE lessons
- > E WEEK and Personal Development Day

This is further supported by quality assurance from the SLT link responsible for PSHCE.

L4L is also part of the school's Quality of Education fortnightly focus including learning walks and Book Looks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT member responsible for PSHCE, yearly. At every review, the policy will be approved by the Governing Board.

SLT responsible for PSHCE overview

Mrs E Meredith

# **Appendix 1: Curriculum map**

# PSHE including Relationships and sex education curriculum map

Year 7 2025/2026

		Autumn 1									Autumn 2						
Торіс		L4l Intr	•				SMSC - British V	alues				CEIAG - Care	ers Waseley Futures		Citizer	nship: Christmas Hamper appeal	
Tutor Time		Solving dilemmas - Being happy and successful at Waseley	New beginnings	What do we mean by 'mental health'?	What are British Values Pt 1	What are British Values Pt 2	Democracy	Freedom of Faith	Challenging discrimination - Black History Month		Careers session 1	Careers Session 2	Careers session 3	Careers session 4		Christmas Hamper appeal	
Topic		Mental Wel	being				PSHE: RSE							Health and Wellbe	eing		
Weekly Lesson	A utum	Intro to L4L	Resilience	Self regulation	Ground Rules	Healthy and unhealthy relatioshins	Puberty	managing unhealthy relationships	dilemmas	Term	Mental Haelth	Mental Heath cont	Change	Self Care	Hygiene	Nutrition	End of unit review
Assessment	n					Treatilisiitis				五							
KASE descriptor		Co	mmunicative: I ca	an articulate my v	views and idea	s being persuasive and i	nfluential in lots of dif	ferent ways.					Engaged:	I want to get something	useful out of school		
racy pportunities																	
KEY DATES								Careers Fair									
	S pring	Spring 1								Spring 2							
Topic						ugs and alcohol						Health and Wellbeing					
Tutor Time Topic		Smoking and vaping	Caffeine	Drugs Resea	RSE relations		Medicines	End of unit review		Anti - Racism	Anti-bullying	sterotyping n the Wider World - On	equality line Safety	End of unit review			
Weekly Lesson		Love	Equality	Family	Relationship	Healthy Relationships	Unhealthy Relationships	Scenarios and Reflection		Cyber crime and safety	Social Media	Online Gaming Safety	Online self-esteem	End of unit review			
Assessment								End of unit review						End of unit review	1		
KASE descriptor									_								
racy pportunities									TERN						1.		
KEY DATES									ALF.						agte agte		
NET BATES									I						ŭ		
		Summer 1								Summer 2							
		Summer 1								Summer 2							
Topic					itish and Schoo	l Values					Crime	and Punishment		Comr	nunity - School Sports	day Planning	
Tutor Time		Review of Bristish Values	Aspire	Invest		Respect	Character	End of unit review		The Law	Legal system	Prison	End of unit review	Fundraise	ers, posters, research, a	dvertisement,	
Topic	S		RS	E Exploring Relati	ionships				Σ.				Health and	Wellbeing			<u> </u>
Weekly Lesson	umme r	Recap on Relationships type	In school	Adapting to changing	Consent	Consent cont	Romance	Review	HALFTE	Sleep	Hydration	Impact of Media on mental health	Risks	Peer pressure	Growth Mindset	End of unit review	SUMME
Assessment								End of unit review					End of unit review				

#### Year 8 2025/2026

/ 1				_		J			J	18	_			J		~	1.4	
		Autumn 1									Autumn 2							
Topic			L4l Intro				Care	ers Futures				CEIA	G - Careers	1	Citizenship: Ch	ristmas Hamper appo	eal	
Tutor Time		Maney Talk	Finance	Cost of living	How do British Values fit in with Money Matters	Managing Money	Budgeting	Savingand Investment	Review and Refletion		Careers session 1	Careers Session 2	Careers session 3	Careers session	Christma	is Hamper appeal		
Topic	А	He	alth Wellbeing Sm	oking and			PS	HE: RSE		term		<u> </u>	Mental I	Heath and Wellbeir	ng			1
Weekly Lesson	utumn	Dangers of Smoking and VaPING	Addiciction	Misuse	Advice and help	Impact	Peer pressure	The Law	Review and Reflection	Haif	Mental Wellbeing	How do I learn?	Adapting and Changing	Character and Achievements	Positve Mindset	Managing Self Esteem at school	Identity Do I fit in?	
ssessment				L											<u> </u>			1
KASE descriptor		Communica	tive: I can articulat	e my views and i	ideas being pe	rsuasive and inf	uential in lots of di	ferent ways.				Engag	ed: I want to get some	thing useful out of	school			
Oracy Opportunitie																		
KEY DATES													1					
		Spring 1								Spring 2								
Topic				Living in the V	Wider World						Living in wider	world - Crime and Pu	nishment Revisitied					
Tutor Time		LGBTQI +	Who needs a Voice?	Do the right	t thing	Help and Advice	Passion about beliefs	End of unit review		What is the Law?	Knife crime	Gangs and County Lines	Grooming and Child Explotiation	Review and Refletc				
Topic				ı	iving in the W	ider World - Fin	ance				Living in the	Wider World - Online	Safety					Н
Weekly Lesson	Spring	Intro - Different careers	Money management	Savings and pensions	Debit and Credit	Debt and Finanace	Enterprise	Entrepenuer	ERM	Cyber crime and safety	Social Media	Online Gaming	Online self-esteem	End of unit review	<u>ت</u>			
Assessment								End of unit assessment	HALF TERM					End of unit assessment	Easter			
descriptor Oracy									_						1			
Opportunitie S																		
KEY DATES																		
	S	Summer 1								Summer 2								1
Topic	ummer			Health and W	/ellbeing - Und	lerstanding and	Tackling Prejudice				British	and School Values		Community -	School Sports day Pl	anning		
Tutor Time		Anti - Racism	Anti-bullying	sterotyping		Anti-semtism	child rights	End of unit review		Aspire	Invest	Respect	End of unit review		ers, research, adver			
Topic			Healt	h and Wellbeing	- Understand	ing Me						Healt	h and Wellbeing Positiv	re Lifestyle				1
Weekly		Understandin	Wellbeing (Pixl)	Adapting to	Character	Self-esteem	How are we	End of unit review		Importance of	Hydration -	Impact of Media	Risks	Peer pressure	Growth Mindset	End of unit review		
Lesson		g Physical and	- '	change	Attributes		different?		E &	Sleep - Why	what is good	on mental health					AIMER	4

#### Year 9 2025/2026

		Autumn 1									Autumn 2						
Topic			L4l Intro			SPARK SCHE	ME - PSHE: Healthy Lifesty	yles Education			SPA	RK SCHEME - PSHE: Heal	thy Lifestyles Education	on	Citizenship:	Christmas Hamper appe	eal
Tutor Time		Solving dilemmas - Being happy and successful at Waseley	New beginnings	What do we mean by 'mental health'?	Keeping safe in a digital world - sexting, social media	Keeping safe in a digital world - sexting, social media	Digital footprints	Internet safety overview	Drugs & the law		Mental & physical effects of drugs	Prescription drugs	Smoking	Positive lifestyle factors	Christr	nas Hamper appeal	
Topic			Mental v	vellbeing and Anti Bu	ullying			RSE						PSHE: RSE			
Weekly Lesson	A utumn	Intro to L4L	Resilience	Self regulation	mental wellbing	Grattitude	Intro & Ground Rules	Healthy relationships - friendships and gangs	Healthy relationships - friendships and gangs	Half Tem	Relationships and the media	Intimate relationships & explicit images	Gender identity & sexual orientation	Discrimination within relationships	Consent	Sexual exlpoitation	End of unit review
Assessment									End of unit assessment								End of unit assessment
KASE descriptor			Communicative	: I can articulate my	views and ideas being	persuasive and infl	uential in lots of different	ways.					Engaged: I	want to get something useful out of so	chool		
Oracy Opportunities																	
KEY DATES																	
		Spring 1								Spring 2				18th Mar			
Topic	-				Living in the Wi	der World						RE and Me					
Tutor Time		Economics 1	Economics 2	Education	Equality	Finances	Managing Money	End of unit review	_	Session 1 - Opening - Anti Bullying	a bank account Session 2			Session 1 - Calculating taxes Session 2 - Anti Bullying	-		
Topic					On line Safety a	nd CEIAG						Religion					
			Social Media	Online Gaming	Self Esteem on Line	How to keep			1	Religion							
Weekly Lesson	S pring	Cyber Crime and Safety				safe and reporting culture	Options	LMI	HALF TERM		Beliefs	Diversity	Changing World	End of unit review	aster		
Assessment								End of unit assessment	₹					End of unit assessment	1 "		
KASE descriptor			Communicative	: I can articulate my	views and ideas being	persuasive and influ	uential in lots of different	ways.	]			Enthused: learning give	s me a buzz				
Oracy Opportunities	'																
KEY DATES																	
		Summer 1								Summer 2							
Topic					CEIAG						PSHE: Alcoho	ol Education		Citizenship: sense of community	Com	munity	
Tutor Time		Links between school and the world beyond	What's next?	Employability skills	Alumnus - Brad	Alumnus - Lucie	Alumnus - James			Risks and the law	Social norms	Responsibility	Binge drinking	Peer pressure	Spor	ts Fest	
Topic					British Val								Living in the Wid	der World			
Weekly Lesson	s ummer	Revisit and Recap	Democracy	Rule of Law	Individual Liberty	Respect and Tolernace	Challenging discrimination	Review and Reflection	HALF TERM	Being a Muslim in Britain	Faith Exploration	Challenging Discrimination	Freedom of Faith	Challenging discrimination	End of topic asse	ssment	SUMMER
Assessment								End of unit assessment							End of unit asses	sment	

#### Year 10 2025/2026

	Autumn 1									Autumn 2						ı
										Autumn 2						
	GCSE Le	earner commitm	ents	Ţ		SPARK					SP	ARK and On line SA	AFETY		Citizenship: Christ	tmas hampers
	Answering questions & feedback	Presentation, KASE and Independence	Words matter	If you ruled the world (visions and Values) 2. Defining success (vaules & goals)	3. Being uniquely you (strengths & self awareness) 4. Money, wealth, worth (fulfillment ys happiness)	5. Being true to yourself (authenticity, speaking your truth) 6. Dealing with pressure	7. Life with a positive lens (gratitude, joy, optimism) 8. Life isn't all sunshine & rainbows	9. Healthy habits (science of habit) 10. Confidence (strategies)		11. Procrastination (focus strategies) 12. Building your tribe (friendships)	13. Managing expectations 14. Where you're starting from	15. The planet we call home 16. Don't judge others	17. Moonshot thinking (goals) 18. Let's wrap it up (consolidation)	End of SPARK refelctions	Christmas hamp	er appeal
	R	elgious Education	n: Religion Study - C	hristianity	) <del> </del>		RSHE		1				RSHE			
ı m n	God & Nicene Creed	Christian Beliefs About Creation	The Apostles' Creed	Evaluating validity of The Bible	END OF TOPIC ASSESSMENT	Re-establishing Ground rules & managing break	Consent - exploring case studies	Positive relationships		Trustworthy information	Stereotypes, prejudice and equality	Fertility, pregnancy and miscarriage	Sexual exploitation - exploring case studies	Abusive relationships & explicit images	End of unit review teach	& time to re-
				Er	d of unit assessment	lins			•						End of unit assessment	
	Communicative: I of different ways.	can articulate my	views and ideas being	persuasive and influe	ntial in lots	Engaged: I want school	to get something	useful out of				Engaged: I want	to get something us	eful out of school		
	Spring 1								Spring 2							
			CEIAG							Dealing wi	ith difficult times (KC	CSIE Annex B)				
	Application letters	CVs	Application forms	Preparing for wo	ork experience				Tackling homelessness	Children and the court system	So called 'honour- based' abuse & FGM	Preventing radicalisation 132 & The Prevent duty 132	Winston's wish - Loss and bereavement			
		Religious Educat	ion: Religion Study	- Islam							CEIAG					
n g	Links between Islam and Christianity	Sources of authority	FOUNDATIONS OF FAITH: "Sunni and Shi'a faith"	The Nature of Allah	End of Study review			HALFTERM	Work place oracy	Adulting	Links between school and world beyond	Rights and responsibilities	Marketing yourself & end of topic assessment	Easter		
					End of unit assessment			HALI						ı		
	Purposeful: I know	w about the purpo	se of my learning and	what makes it worthw	vhile				Problem solving	: I have lots of my	own ideas about ho	ow to solve real life	problems			
	8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May		3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul	
			On Line Safe	ty - A Deeper Unde	rstanding					Drugs And Alcohol			Citizensh	ip: sense of commu	nity	
	Social media and my identity	Marketing , creators and you	Influencers and the dangers	Adverts "Help or Hinder"	Preparing yo with stress	our mind and body fo	or Exams, dealing		Risks and the Law	Binge Drininking	Motivation for taking rugs and Drininking	Awareness	Sports Fest prepared creations, charity	eration. Why it is im research	portant, stall	
m e		Religious Ed	ucation: Communit	y & Discrimination						Religious Educat	tion: Families and Re	lationships		Sport	s Fest	
	Prejudice and discrimination	Protective factors and disabilities	Religion and respect in the community	religion, law and crime	What does religion say about knife crime and violence?	Gangs and youth crime	End of topic review & application - advice to parents	ERM	Religion & marriage and relationships	Families and cultures	Family and relationships: Amish	Forced marriage	Family and relationship: End of topic review		n. Why it is important, charity research	<b>6</b>
								HALFTER	D		late of a			f		MMM
									Prob	em solving: I ha	ave lots of my ow	n ideas about h	ow to solve real l	ire problems		

	_	-	-	_	-	_		•	-		_			_	•			_
		Autumn 1									Autumn 2							
Topic		PSHE:	Mental Health			Acaden	nic intervention	ins				Academic int	terventions		Citizenship	Christmas appeal	Hamper	
Tutor Time		The importance of attednace	Managing exa	m stress							Mental H balance	eath and V	Vellbeing W	ork/Life	Christma	s Hamper ap	peal	
Topic	A utum		CEIAG		•		PSHE: RSE			E				PSHE: RSE	<u> </u>			
Weekly Lesson	n	What's next?	Application forms	Morrisby - Career Planning	Application letters	Re-establishing Ground rules & pronography	Long term commitments	Long term commitments	Consent - exploring case studies	Half Term	Sexual health & parenthood	Pregnancy outcomes	Pregnancy options	STIS	Alcohol and choice behaviour	Sexual pressure	End of unit review	
Assessment										4								1
KASE descriptor		Communicative: I can articulate my views and ideas being persuasive and influential in lots of different ways.							Engaged:	want to get some	ething useful out of	school						
racy Opportunities																		1
KEY DATES																		
		Spring 1								Spring 2								
Topic			Acaden	nic interventio	ns /Relayatio	n and Mindfulne	ess				Academic interv	entions/ Harrasi	nent and Exploita	tion	-			
Tutor Time			riada	Intervention	nis / Helandulo													
Topic					CEIAG							lealth and Wellb						
		Work place behaviours	College interviews	Apprenticeshi ps				Marketing yourself		Importance of	Impact of Media on		Growth Mindset for a mature					
Weekly Lesson	s				Sixth form	Voulenteering	LMI			Sleep and how to get help	mental health	Peer pressure	approach	Managing stress				
	pring							End of unit	-	to get neip			**	End of unit	Easter			$\mathcal{E}$
Assessment								review						assessment	G.			L
KASE descriptor		D.	rposeful: I know ab	out the nurner	o of my learni	ng and what mak	as it wasthwhil	•		Problem solvi	ng: I have lots of m	y own ideas about	how to solve real life	problems				Т
KASE descriptor		-	ii poseiui. I kilow au	out the purpos	e of fifty learning	ng and what mak	es it worthwill	•	ERM									
Pracy Opportunities									15									
KEY DATES	1								HALF.						]			
	S	Summer 1								Summer 2								1
Topic	umme		Acadamia	interventions	Canas Vaifa	Crime and Groo				Anada	mic intervention	e/Feenmies						Ł
Tutor Time	r			interventions/	Galigs, Killie	Crime and Gro	Ullillig			Acade	illic ilitei velitioi	is/ Econinics						
Topic	_	Heal	th and wellbeing				e Safety		5		Online Safety		,				m.	4
Weekly Lesson		Managing stress	Revisi	on	Online piracy	Cyber Crime part 1	Cyber Crime	Online self esteem	HALF TERM	Online safet	ty - end of unit r	eview					SUMMER	1
Assessment					piracy	purci	Crime	CSCCIII	ALF	End o	of unit assessment						SUN	H
KASE descriptor		Problem	solving: I have lots	of my own id	eas about ho	w to solve real li	ife problems		1									
racy Opportunities											1	1	1					1

#### **YEAR 12**

		4th Sep	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct		6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec
Topic		CE	IAG	Health and Wellbeing	Citizenship	RE/SMSC	Black History Month	Citizenship	Health and Wellbeing		RE	Living in the Wider World	RSE	Living in the Wider World		RE/SMSC	
Tutor Time	A u	Goals and Aspirations	Study Skills incl Cornell Notes	Healthy Relationships	Protected Characteristics	Ethics - Good vs Evil	Black History Month	Charitable Work	Physical Health - Nutrition	F	Faiths	Driver Safety	Consent and Safe Sexual Relationships	Digital Footprints and E-Safety	Ethics	Christmas, Eid and other festivals	Christmas Hamper Appeal
Topic Weekly Lesson	u				Academic Interventi	ons/Study Session	n			Half Term			Academic	Interventions/St	tudy Session		
Assessment	m n									Ξ̈́							
KASE descriptor		Cor	mmunicative:	can articulate my views	and ideas being persua	asive and influentia	l in lots of differ	rent ways.				En	gaged: I want to	get something	useful out of scl	hool	
Oracy Opportunities																	
KEY DATES																	
ſ		8th Jan	15th Jan	22th Jan	29th Jan	5th Feb				19th Feb	26th Feb	4th Mar	11th Mar	18th Mar		1	
Торіс			CEIA	G		SMSC		RE		CEIAG	RE	CEIAG	Living in the wider world	RE			
Tutor Time	S p r i	Careers of the future	Post 18 Options	Employment laws and taxation	Politics and democracy	Education across the globe	British Values and the law	Places of worship	HALF TERM	Post 18 applications - choosing a university and course	Ethics	CV and cover letter writing	Bank accounts and managing your money	Ethics	Easter		
Topic Weekly Lesson	n g			Academ	ic Interventions/Stu	dy Session			Η	course	Academic	Interventions/S	itudy Session				
Assessment  KASE descriptor																	
Oracy Opportunities																	
KEY DATES																J	
		8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May		3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul	
Topic		RSE		CEIAG			SMSC	Health and wellbeing		RSE	SMSC	Living in the Wider World		C	EIAG		
Tutor Time	S u m m	Marriage and civil partnership s laws	E- safety/RSE sexting (PixI)	Leadership skills and motivating myself (pixl)	Managing your time	revision strategies (mock prep)	Ethics	Health for life (pixl)	HALF TERM	LGBTQ	Ethics	Gender pay gaps and feminism	Personal state	Ü	Targe	et Setting	SUMMER
Topic Weekly Lesson	e r			Academ	ic Interventions/Stu	dy Session			Ì			Academ	ic Interventions,	/Study Session			S
Assessment																	
KASE descriptor  Oracy Opportunities																	
KEY DATES								I									

## **YEAR 13**

		4th Sep	11th Sept	18th Sept	25th Sept	2nd Oct	9th Oct	16th Oct	23rd Oct		6th Nov	13th Nov	20th Nov	27th Nov	4th Dec	11th Dec	18th Dec	
Topic			CI	EIAG		RE/SMSC	Black History Month	CEIAG	Health and Wellbeing		SMSC	Health and Wellbeing	RSE	Living in the wider world	RE	S/SMSC		
Tutor Time	A u t u	Standards for succesful people	Revision Skills incl Power Hour	Personal Support Applic	/ Post 18	Ethics - Good vs Evil	Black History Month	Interview Skills	Wellbeing and managing stress	Half Term	British Values	physical health - diet	Consent Revisited	Environmental impact and change	Ethics	Christma s, Eid and other festivals	Christmas Hamper Appeal	Christmas
Topic Weekly Lesson	m n			Aca	ademic Interve	entions/Study	Session			На			Academic I	Interventions/Study Se	ssion	<u> </u>		
Assessment		Communicat	ive: I can articı	ilate my views	and ideas heine	nersuasive and	d influential in l	ots of different										1
KASE descriptor		Communicat	ive. i can artice	nate my views	ways.	persuasive and	a mindemalar min	ots or universite				Er	ngaged: I want to	get something useful	out of school			4
Oracy Opportunities  KEY DATES					Ι		I											-
KET DATES																		
		8th Jan	15th Jan	22th Jan	29th Jan	5th Feb				19th Feb	26th Feb	4th Mar	11th Mar	18th Mar				
Topic			CEIAG		SMSC/Bri	tish Values	Living in the wider world	RE		Health and wellbeing	RE/SMSC	Health and wellbeing	RSE	RE/SMSC				
Tutor Time	S p r i	Budgeting/f inance	Cooking skills	First aid	Politics and democracy	Education across the globe	Mortgages and credit	Places of worship	HALF TERM	Social media and e-safety	Ethics	Keeping yourself safe at university and beyond	Sexual Health	Ethics	Easter			
Topic Weekly Lesson	n g			Academic I	nterventions/	Study Session			НА		Academ		s/Study Session		_			
Assessment  KASE descriptor		Pro	ohlem solving:	I have lots of m	y own ideas ah	out how to solv	ve real life prob	lems		Problem	solving: I have lots	of my own ideas	about how to solve I	real life problems				
Oracy Opportunities			obiem solving.	Thave loss of h	iy own lacas as	040 1000	ve rear me prob			Troblem	solving. I have locs	or my own races	100000000000000000000000000000000000000	real life problems				
KEY DATES																		
		8th Apr	15th Apr	22nd Apr	29th Apr	6th May	13th May	20th May		3rd Jun	10th Jun	17th Jun	24th Jun	1st Jul	8th Jul	15th Jul		
Topic		Livi	ng the wider	world														
Tutor Time	S u m	Exam stress and well being	Managing your time revisited	Keys to success		Exa	ams		ERM							AER		
Topic Weekly Lesson	m e			Academic I	nterventions/	Study Session			HALFTERM		Exams						SUMMER	
Assessment	r	D	nocoful: Line	now about the purpose of my learning and what makes it worthwhile														
KASE descriptor Oracy Opportunities		Pur	poseiui: i knov	v about the pur	pose or my lear	ning and what	makes it worth	wille										
KEY DATES																		

# Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	That there are different types of committed, stable relationships
	How these relationships might contribute to human happiness and their importance for bringing up children
	• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	Why marriage is an important relationship choice for many couples and why it must be freely entered into
	The characteristics and legal status of other types of long-term relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
friendships	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	What to do and where to get support to report material or manage issues online
	The impact of viewing harmful content
	• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	How information and data is generated, collected, shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul> <li>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
relationships, including sexual	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
health	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	That they have a choice to delay sex or to enjoy intimacy without sex
	The facts about the full range of contraceptive choices, efficacy and options available
	The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	How the use of alcohol and drugs can lead to risky sexual behaviour
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
	How to get further advice, including now and where to access confidential sexual and reproductive health advice and treatment

# Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS									
Name of child		Class							
Name of parent		Date							
Reason for withdr	awing from sex education with	nin relations	hips and sex education						
Any other informa	ation you would like the school	l to consider							
Parent signature									
TO BE COMPLETEI	D BY THE SCHOOL								
Agreed actions from discussion with parents									